

# 14 POWER Strategies

to Boost **Reading & Writing**  
Achievement on Standardized Tests

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## SECRET SITE

Don't forget to take advantage of the "secret site."

To access the site, enter this web address:

[www.smekenseducation.com/14-power-strats-ss.html](http://www.smekenseducation.com/14-power-strats-ss.html)



Username: **power**  
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**webAcademy**  
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# 14 POWER Strategies

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Achievement on Standardized Tests

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# Juggle multiple texts

## Common Core State Standards

**R.10** Read and comprehend complex literary and informational texts independently and proficiently.

## Indiana Academic Standards

**RL.1, RN.1** Read and comprehend a variety of literature and non-fiction independently and proficiently.

## Teach students a broad definition of "text."

Means anything you can read including videos, commercials, plays, poems, etc.

Find resources in Secret Site. See next page.

Use excerpts from novels - can't do entire novels. Should mirror what kids will see on ISTEP.

Use song lyrics for high interest.

What you can read/infer/ predict...

Incorporate numerous text types into your curriculum.

## INFORMATIONAL TEXT/NONFICTION

### Traditional Text

► [Textbook](#)

### Primary Sources

- Document
- Photograph
- Artifact
- Historic newspaper
- Historic magazine
- Historic poster
- Original transcript
- Correspondence (memo, note, letter, journal/diary)

### Periodicals

- Newspaper article
- Magazine article
- Journal

### Visual Text

- Illustrations
- Map
- Advertisement/Poster
- Diagram/Infographic
- Photograph
- Photo essay/Visual timeline
- Image
- Artwork/Artifacts
- Hand signals/gestures
- Blueprints
- Editorial/Political cartoon

### Digital/Multimodal Texts

- [Digital/Online text](#)
- [Video/Movie](#)
- [Television advertisement](#)
- Television show/Movie
- Review/Trailer
- Audio clip/Radio broadcast
- Interview
- Webcast/Podcast
- Virtual tour
- Website
- Blog
- Text message
- Tweet
- Music/Music video
- App

### Other Real-World Text

- User/Instructional manual
- Brochure/Pamphlet
- Consumer review/Report
- Translation
- Billboard
- Greeting card
- Recipe
- Trading card
- Commentary
- Field guide

### Experiential Text

- Lab/Procedure
- Field trip
- Experience/Activity

### Literary Nonfiction/ Narrative Nonfiction

- Essay
- Speech
- Memoir
- Biography
- Autobiography
- Nonfiction trade book/ABC book
- Content-Area poem
- Anecdote/Description
- Opinion/Column
- Editorial/Testimonial
- Complaint
- Travel literature
- Outdoor literature
- Scientific writing
- Sports writing
- Interview
- Documentary

## LITERATURE/FICTION

- Short story
- Children's literature
- Novel
- Chapter book
- Collection/Anthology
- Movie/Video short
- Play/Movie script/Scene
- [Song/Lyrics](#)
- Poetry
- Realistic fiction
- Science fiction
- Historical fiction
- Satire
- Spoof
- Mystery
- Humor
- Fable
- Fairy tale
- Tall tale
- Legend
- Myth
- Folktale
- Fantasy

poems about science, art, social studies ...

Place check marks next to what you have.  
Place a star next to what you don't have enough of.  
What would be a good addition?

# 1

## PREPARE FOR A VARIETY OF PASSAGES

**Juggle multiple texts** Why? To prepare kids for the real world. Want the classroom to be more like the real world.

### Access resources to support a multi-text curriculum

#### Secret Site Resources

Create paired-text passages and text sets by adding an informational text article to the texts you're already using. Check out these websites for FREE news articles, videos, and photos. Each site is hyperlinked on the "14 Power Strategies— Secret Site."

► **ARTICLES OF THE WEEK**— There are numerous resources that offer student-friendly informational text articles, photos, videos, and more. Including:

- Kelly Gallagher
- Vale Middle School
- Newsela
- [News in Levels](#) For ENL kids
- TIME Magazine for Kids
- Izzit Current Events
- Smithsonian TweenTribune
- [ProCon.org](#)
- CNN Student News
- National Geographic News
- The History Channel

► **ESSAYS WRITTEN BY NOTABLE PEOPLE**— 100 works written from 1940s to present.

► **AMERICAN RHETORIC**—This site includes full text transcriptions (and many audio files) of the 100 most significant American political speeches of the 20th century.

► **DIGITAL ANTHOLOGY**—Jim Burke has collected dozens of weblinks to images, letters & journals, multimedia texts, speeches, and more that are appropriate for grades 6-12.

► **THE LIBRARY OF CONGRESS**— Find primary source documents organized by state, by topic, by theme, and by set.

► **A HISTORY OF US**— Download chapters to provide a new viewpoint on US History.

► **NY TIMES LEARNING NETWORK**— Daily articles from the NYT newspaper are revised and archived by content-area category. Scroll to the very bottom of the site (right-hand column) to see the subjects represented.

► **THE READING & WRITING PROJECT**— Click on *Resources*, then *Assessments*, and finally *Reading & Writing Performance Assessments*. Scroll down to select a grade level and access text sets complete with passages, videos, and questions.

► **READWORKS**— Click on *Reading Passages* in the left panel to access paired texts, sorted by grade level, and including question sets.

► **LOUISIANA BELIEVES**— Access *daily lesson plans* including anchor & supplemental texts with corresponding questions, assessments, and more.

Access hundreds of videos, photos, illustrations, and infographics — all organized by content area.

#### SOCIAL STUDIES



#### ELA



#### SCIENCE



#### TECHNICAL



Compile multiple texts



Seek nonfiction magazines



Use content-area picture books



Access digital ELA texts



Read movie scripts



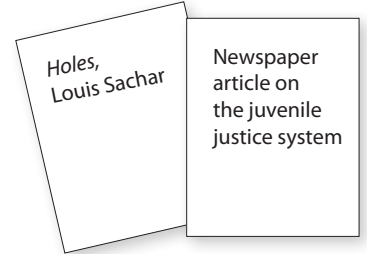
Add editorial cartoons

# Juggle multiple texts

## Take steps to achieve the skill

Read related texts  
*across days.*

- Read multiple texts throughout the unit.
- Make text-to-text connections across the texts.



Read paired texts  
*in one sitting.*

- Read “paired texts” in one sitting.
- Make text-to-text connections across the texts.

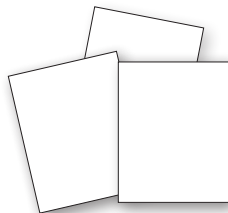


Read text sets  
*in one sitting.*

- Read 3+ texts that complement one another.



Identify a main/anchor text.



Select several shorter texts to supplement the anchor text.

- Reveal the same skill/standard executed in another text.
- Provide information on a different facet of the topic/concept.
- Reveal alternative/contradictory perspective.

## Juggle multiple texts

## Take steps to achieve the skill

Create a  
multi-text  
curriculum.

- Build text sets for science and social studies units.
- Pair texts on different topics that reveal the same craft, skill, or standard.
- Utilize excerpts, portions, and video clips.
- Culminate a unit with a multi-text, one-sitting, cold-read assessment.

Provide basic  
information  
about  
less-familiar  
genres and  
formats.

1. Provide a simple explanation.
2. Describe the functions/  
purposes.
3. Identify where you might  
find this text type used in  
the “real world.”
4. Reveal/Study mentor text/  
authentic examples.

## Sample Test Item

A student is writing a research report about pet rabbits. He found several sources for this topic. Select TWO sources that would be relevant for this topic.

- ☐ *House Rabbits 101*, a book about the basics of rabbit care
- ☐ “Big City Bunnies,” a story about rabbits that move to New York City
- ☐ “The Rabbit Society,” an Internet site about rabbit health, diet, and behavior
- ☐ *Rabbits in the World*, a book with photographs of rabbits from different countries
- ☐ “The Pet Store: Rabbits,” an online store that sells food, housing, and toys for pet rabbits
- ☐ “Angora Rabbit,” an encyclopedia article about a type of rabbit that is raised for its wool

# Recognize questions in a variety of formats

## Understand expectations of the “trump” standards

### Common Core State Standards

**RL.10, RI.10** Read and comprehend complex literary and informational texts independently and proficiently.

- Varies text types.
- Utilizes authentic texts.
- Addresses a broader range of complexity.
- Requires juggling of multiple/paired texts.
- Includes heavy doses of nonfiction/informational text.

### Indiana Academic Standards

**RL.1, RN.1** Read and comprehend a variety of literature and nonfiction independently and proficiently.

### Common Core State Standards

**RL.1, RI.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Assesses a deeper understanding of complex texts read.
- Requires evidenced-based responses.
- Requires evidence to be pulled from multiple texts.

### Indiana Academic Standards

**RL.2.1, RN.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

## Performance-Based Assessment • Open-Ended • Applied Skills • Part 1

- Read passage(s).
- Answer a couple one-correct answer questions.
- Answer a couple multi-select questions.
- Write to short-response questions (CR, BCR, or PCR).
- Write to longer-response questions (ERR or WP).

## End-of-Year Assessment • Multiple-Choice & Gridded-Response Items • Part 2

- Read passage(s).
- Answer several evidence-based selected responses (EBSR).
- Answer several technology-enhanced constructed responses (TECR) OR gridded-response items (paper/pencil).

## Secret Site Resources

Regardless of what state you teach in, all assessments are held to the same level of college and career readiness. Therefore, utilize passages and answer keys from a variety of standardized tests. Each site is hyperlinked on the “14 Power Strategies— Secret Site.”





# 2

## ANTICIPATE TASKS

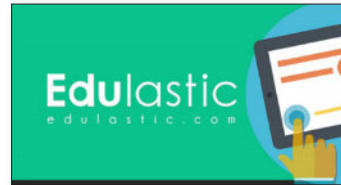
# Recognize questions in a variety of formats

### Take steps to achieve the skill

Generate everyday text-dependent questions to mirror the standardized tests.

- Utilize the same academic vocabulary.
- Utilize similar question formats.

### Secret Site Resources

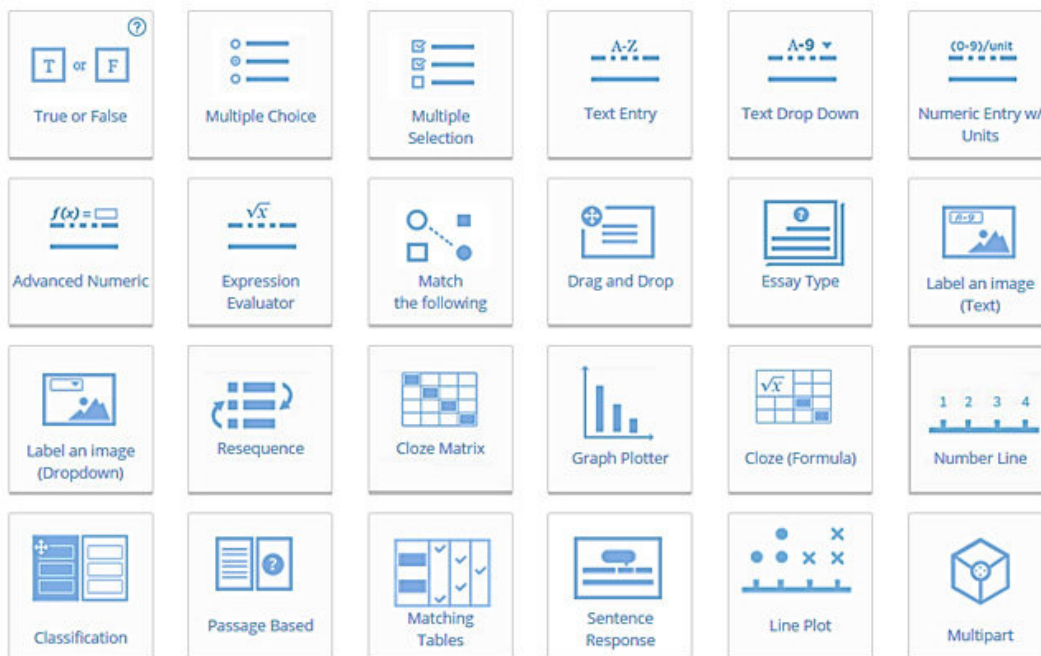


**EduLastic** allows teachers to search for technologically-enhanced questions and to create their own utilizing over 30 different formats... all for free!



**Next Generation Assessments** offers free interactive online activities that simulate the technology tasks students complete on standardized assessments.

### EduLastic



### Next Generation Assessments

Click/tap	Select object	Use text highlighter
Scroll	Select text	Use calculator
Plot points	Select area	Use protractor
Drag & drop	Select and drag/slide	Use ruler
Type with text editor	Unselect	Use video player



## Take steps to achieve the skill

Overcome the disadvantages of on-screen reading.

- Increase students' exposure to reading on a screen.



- It takes twice as long to read on a screen.
- It requires more mental energy to read on a screen.
- It allows for quick clicking.

Set up digital texts to require tab juggling.

Photocopy the texts front to back to require page flipping.



# Decode vocabulary within questions & prompts

## Common Core State Standards

**L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases...

## Indiana Academic Standards

**RV.1** Build and use accurately general academic and content-specific words and phrases.

Acknowledge the complexity of academic vocabulary.

Decode vocabulary within complex tasks.



Which sentence best describes the central idea of the essay?

What can the reader conclude about the author's opinion?

Describe the setting and how it impacts the plot.

How does the author develop the central idea of the article?

How do Joe's actions affect the other characters in the excerpt?

Explain how the author attempts to persuade the reader to join an art club.

How does the narrator's point of view impact the reader's understanding of the story?

What do the main character's actions reveal about his point of view?

How does Mole's reaction to Rat's boat impact the events in the excerpt? Support your answer with details from the excerpt.

Which detail best supports the answer to Part A?

How does the information in Paragraph 3 contribute to the development of ideas in the article?

Which sentences in Paragraph 2 best support the answer to Part A? Select two sentences.

Old Mother West Wind and the Sandwich both try to teach important lessons to characters in the stories. Write an essay that explains how Old Mother West Wind's and the Sandwich's words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

You have read the article "The Benefits of Homework." The author makes the claim that homework can positively affect student performance in school. Think about the evidence the author provides and consider if it fully supports the claim. Using details from the article, write an argument analyzing how effectively the author supports this claim.

You have read three articles about penguin rescue efforts after an oil spill.

- "The Amazing Penguin Rescue" by Lauren Tarshis
- "The Amazing Penguin Rescue" by Dyan deNapoli
- "Update on Penguin Rescue Efforts from Oil Spill in South Atlantic"

Write an essay explaining the similarities and differences in each article's point of view about penguin rescue efforts after an oil spill. Support your essay with information from all three sources.

## Teacher Resources

Common Core Reading Warm-Ups: Grades 3-8



# 3

## ANTICIPATE TASKS

# Decode vocabulary within questions & prompts

### Take steps to achieve the skill

**1** Identify words students would not recognize.

**2** Provide explicit instruction on each term.

**3** Shift your teacher talk.

ACADEMIC TEST VOCABULARY		
Academic Vocabulary	Synonyms	Examples

### Secret Site Resources

**Watch a short video** about the importance of academic vocabulary instruction.



**Access an editable PowerPoint** to introduce test terms.

## VERBS

Acknowledge	Conclude	Discuss	Identify	Maintain	Reveal
Analyze	Contribute	Distinguish	Illustrate	Paraphrase	Revise
Approach	Convey	Draw (conclusions)	Impact	Portray	Select
Argue	Convince	Explain	Implement	Prove	Suggest
Articulate	Define	Express	Interpret	Reflect	Summarize
Cite	Describe	Elaborate	Label	Represent	Support
Compare	Develop	Evaluate	List	Respond	Synthesize

## DESCRIPTORS

According to	Conflicting	Explicitly	Most likely	Opposing	Relevant
All	Consistent	Formal	Multimedia	Opposite	Sensory
Any	Consistently	Inappropriate	Multiple-select	Persuasive	Sufficient
Appropriate	Credible	Informative	Narrative	Unified	Vivid
Argumentative	Effectively	Juxtaposed	No	Precise	
Best	Exemplary	Key	Objective	Primarily	

## NOUNS

Approach	Context	Fallacious reasoning	Narrator	Prompt	Structure
Argument	Context clues	Genre	Nonfiction	Proponents	Summary
Article	Counterclaim	Impact	Opinion	Purpose	Thesis
Audience	Credibility	Inference	Opponent	Rebuttal	Theme
Author's intentions	Detail	Informational text	Passage	Reflection	Tone
Central idea	Development	Interaction	Paraphrase	Selection	Transition
Claim	Essay	Key idea	Perspective	Significance	Viewpoints
Conclusion (decision)	Evidence	Literature	Point of view	Speaker	Voice
Contents	Excerpt	Media literacy	Portrayal	Stanza	
Content-specific	Exposition	Narrative	Position	Story elements	

# ACADEMIC VOCABULARY

Academic Vocabulary	Synonyms	Examples

# 3

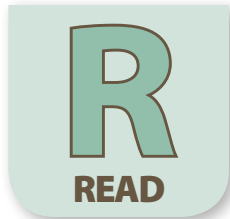
## ANTICIPATE TASKS

# Decode vocabulary within questions & prompts

Apply knowledge of academic vocabulary in a 4-step process for decoding prompts.

## Take steps to achieve the skill

Adapted from Ralph Fletcher



**Read** the entire prompt.

- Recognize background information.
- Note the expected.
- Identify the task-based sentence.



Reread and **underline** essential academic vocabulary, including:

- Nouns
- Verbs
- Descriptors
- Content-specific information



**Pre-write** your response.

- List the specific information/details to include.
- Organize the information listed.

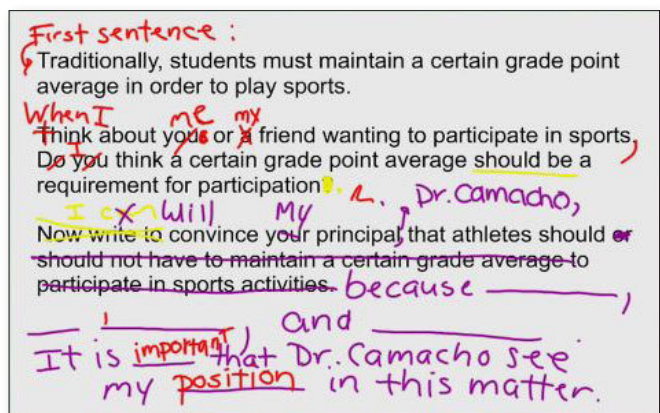


**Reread** the prompt once more.

- Verify you understood it.
- Verify you addressed everything.
- Locate some introductory words.

## Secret Site Resources

Model for students how to reword the original prompt to serve as the introduction to a longer, extended-reading response. **Watch this Teaching Channel video lesson** (linked on the Secret Site) that was executed in a middle school ELL classroom.



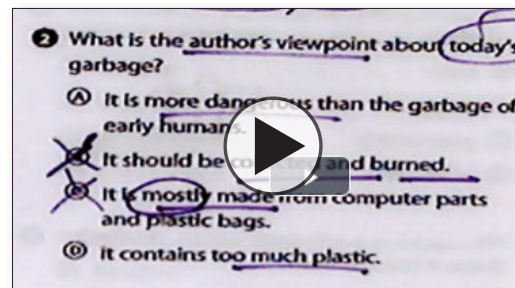
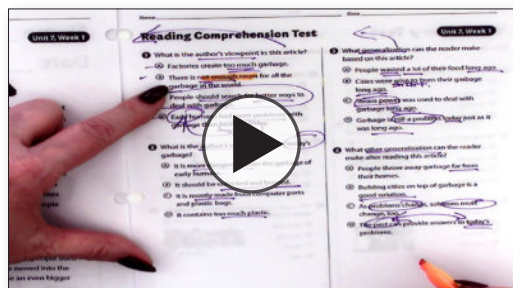
# Identify the *best* answers

## Take steps to achieve the skill

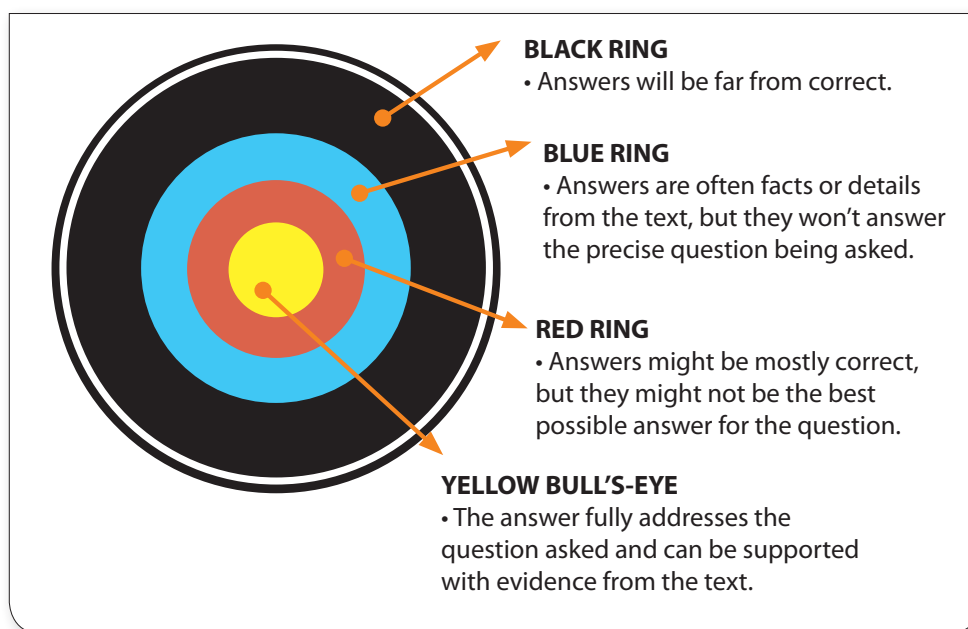
Analyze multiple-choice answers.

- Note the important or key words that would alter the meaning of each statement.

- Guide students to eliminate wrong answers.



Define the rings of the bull's-eye.



Think Aloud about where answers fall within the bull's-eye board.

Model how to read and consider each answer. For example:

**A**

• A is not close to matching, so we'll place it at the edge of the board.

**B**

• B is not correct, but it's better than A, so we'll place it a little closer to the center.

**C**

• Both C and D have SOME accurate information from the text.

**D**

• But C is the best choice because we have more evidence from the text to prove it.

• So we'll place D in the red ring, and C will go in the bull's-eye.



# 4

## ANTICIPATE TASKS

### Identify the *best* answers

#### Take steps to achieve the skill

Transition to whole-class experiences.

- Reveal a multiple-choice question and all possible answers.
- Through discussion, determine where each answer falls on the bull's-eye board.

Move to small-group/partner activities.

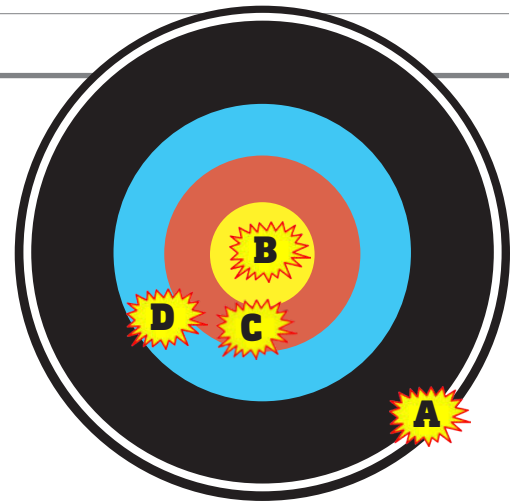
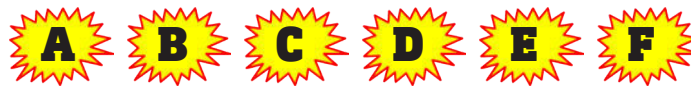
- Students (or pairs or groups) determine where each answer falls on the bull's-eye board.
- Groups share their bull's-eye or best answer using the *1, 2, 3 Show Me* strategy.

Discuss discrepancies.

- When students differ on the bull's-eye/best answer, don't announce who is correct.
- Rather, require students to find evidence to support their choices and then rationalize their thinking.

Apply to multiple-select questions.

- Use the same step-by-step process, but remind students that if an answer matches the question and has textual evidence to support it, then it belongs in the bull's-eye—even if there is already one answer there.
- These questions need more than four answers (e.g., 1-6 or A-F).



#### Choose from a variety of formats

##### For whole-class activities:

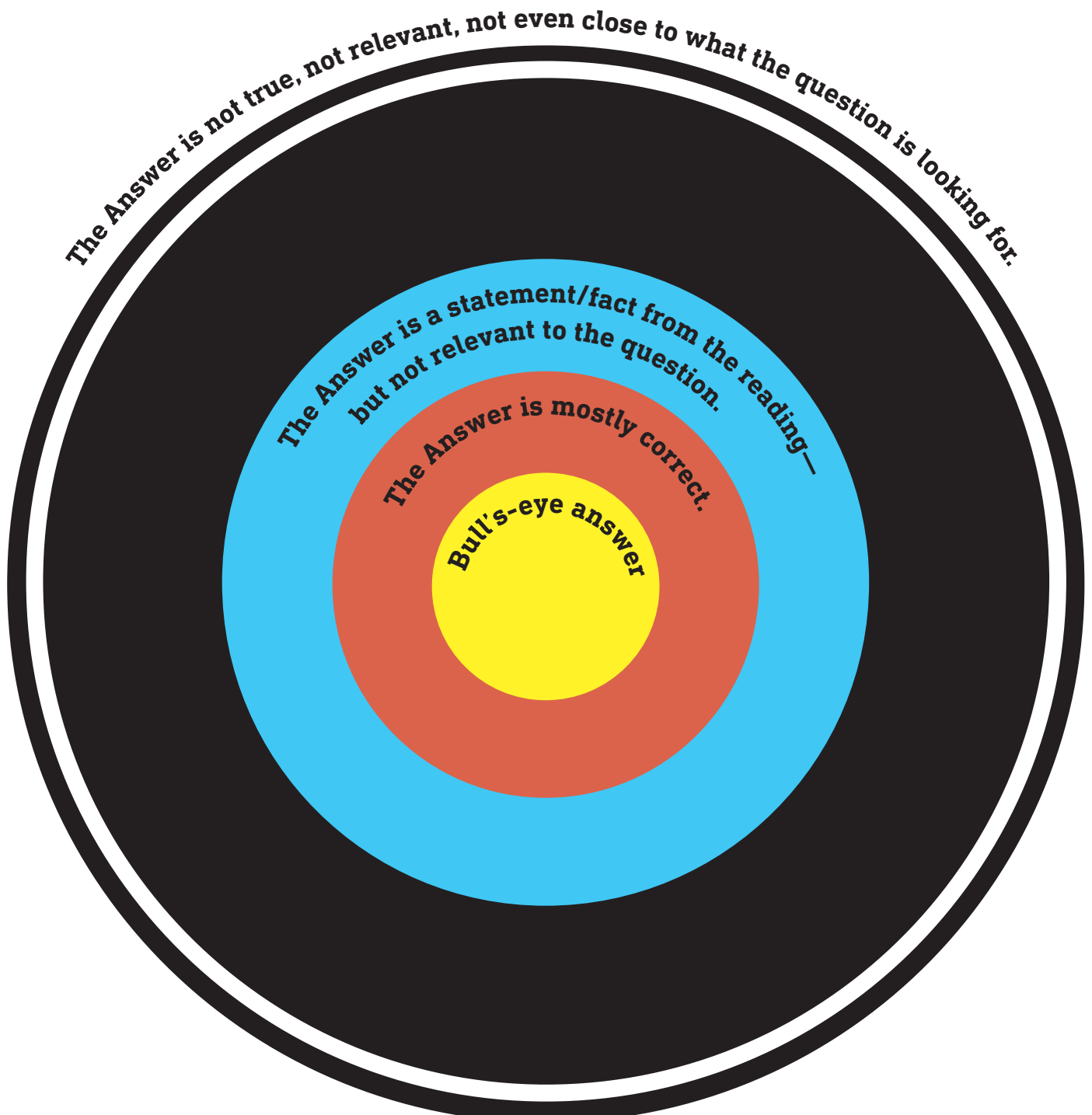
- Draw an extra large bull's-eye on chart paper and laminate it. Create sticky-note starbursts for the A, B, C, D answers.
- Project the PDF onto a traditional whiteboard and use write-on/wipe-off markers to mark where each answer falls on the bull's-eye.
- Project the SmartBoard/Promethean bull's-eye onto an interactive white board and move the starburst answers.



##### For small-group/partner activities:

- Provide each pair/group/individual their own 8x11 bull's-eye board. Using sticky notes, they place the answers on the appropriate rings and prepare to reveal their answers during *1, 2, 3 Show Me*.

# Bull's-Eye Answers



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# Bull's-Eye Answers

**A**

**1**

**B**

**2**

**C**

**3**

**D**

**4**

**E**

**5**

**F**

**6**

# Make inferences about complex texts

## Common Core State Standards

**RL.1, RI.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

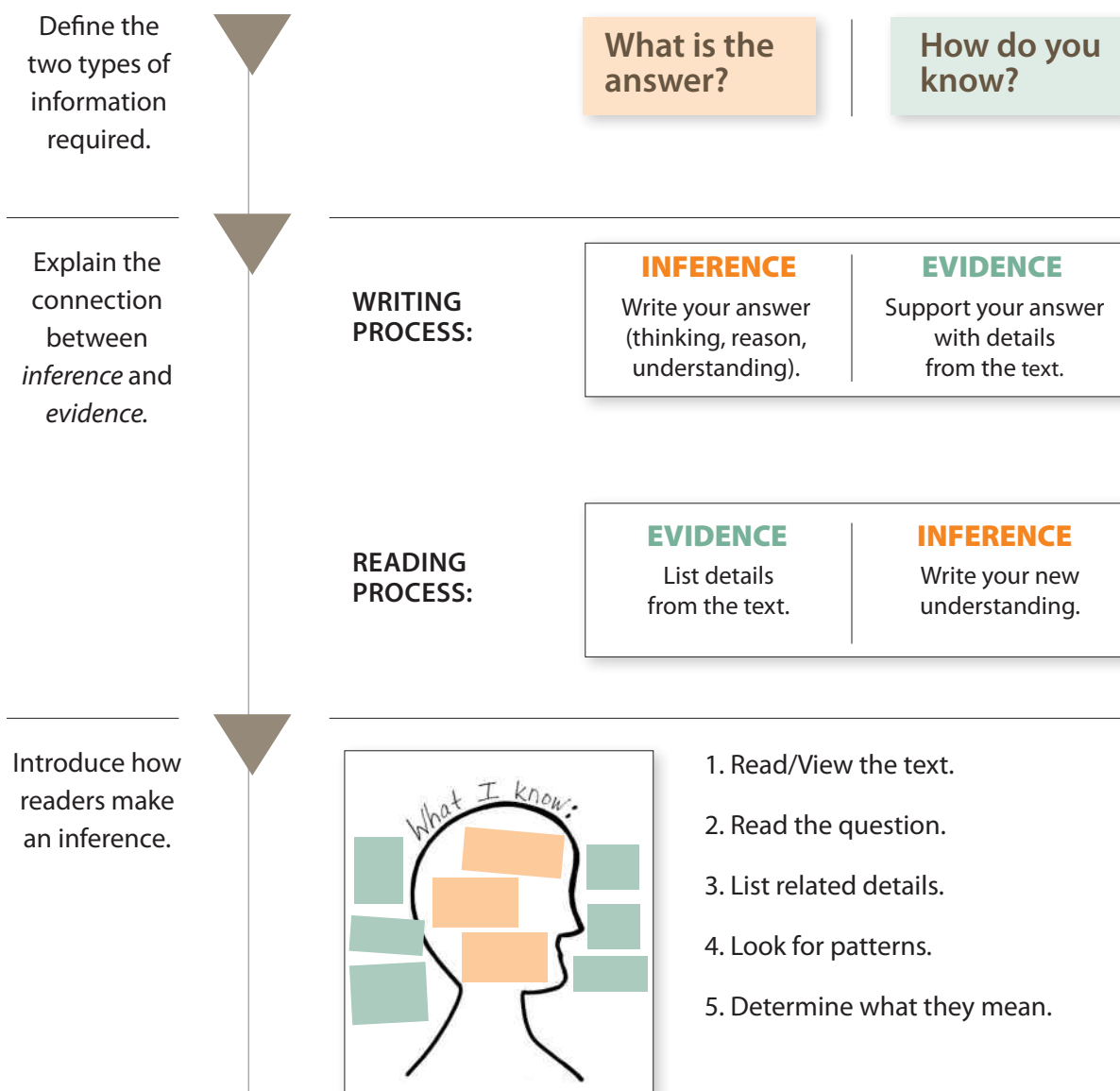
## Indiana Academic Standards

**RL.2.1, RN.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

The new tests ask inferential questions in a variety of formats.

- Brief constructed responses
- Extended reading responses (writing prompts)
- Multiple choice
- Gridded response
- Technology-Enhanced questions

## Take steps to achieve the skill



1. Read/View the text.
2. Read the question.
3. List related details.
4. Look for patterns.
5. Determine what they mean.

## Make inferences about complex texts

## Break down the process of making an inference

1.

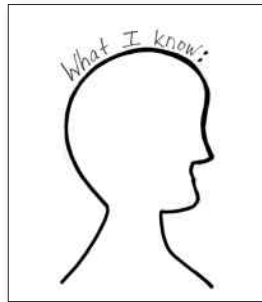
Read/View the text.

2.

Read the question.

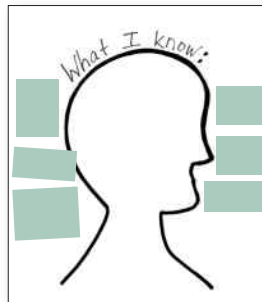
3.

List known and relevant details.



4.

Look for patterns/relationships.



- When this happens, so does...
- With this comes (this)...
- These are all signs of...
- These indicate...

- I'm thinking it's like when...
- I'm predicting that...
- It makes me think that...
- I suppose you could say...about...

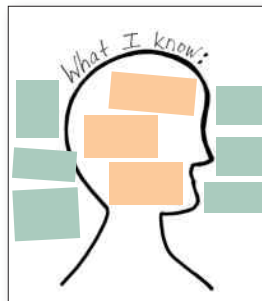
## Secret Site Resource



**Download a list** of suggested props to practice putting clues together and looking for patterns while executing Prop Predictions.

5.

Determine what they mean.



# Make inferences about complex texts



## Teacher Bumper Numbers, by Lex Prin

1 Whenever I go to the mall or the Walmarts where there are lots of cars, I was seeing all these bumper numbers that I was not getting. I think it is important to educate yourself. And I realize that 26.2 is double 13.1. So I went on the Inter-nets and researched. And I found out that 26. 2 is the amount of miles you run if you run a marathon. And 13.1 is the amount of miles you run if you run a half marathon since 13.1 is half of 26.2. That's math.

2 So I thought if runners can announce their accomplishments with bumper numbers, we should make some bumper numbers for teachers so that we can announce

our accomplishments. Here's the bumper numbers I've created. Nine hundred sixty seven is the amount of dollars that teachers spend on their classrooms every year. Seems like a lot, but don't worry 'cause we get blessin's from the government: \$250 tax break. What a blessin'.

3 This right here 300 is the amount of seconds we get for lunch. That's 15 minutes if you have a hard time with math. Three hundred is also the number of minutes we can go without a bathroom break. If you're having difficulty with math, that's five hours.

4 This right here—17.5. That's an

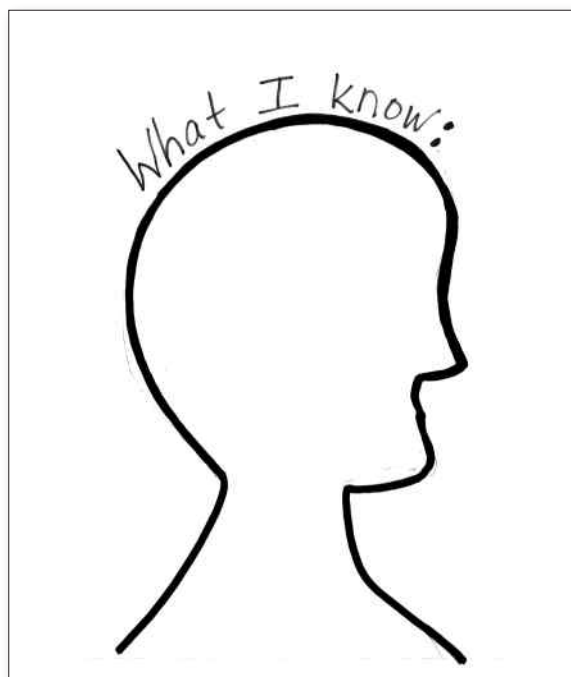
important number. It's the average number of educational phrases and clichés that every teacher knows. Like "Change comes from the top," and my favorite, "We gotta' get on the right bus...on the right seat." We like them educational clichés.

5 And this bumper number here—4762. It represents the number of times people have said to us, "You get your summer's off" whenever we are discussing salaries. If you see this bumper number 4762, remind yourself not to ask about teacher salaries 'cause we don't like that. You don't know our lives. You don't know what we're talking about. Get yourself a teacher bumper number.

SOURCE: [www.youtube.com/channel/UC-6WUaQSC\\_AfKZrinPuhVFw](http://www.youtube.com/channel/UC-6WUaQSC_AfKZrinPuhVFw)

### Sample Test Item

In "Teacher Bumper Numbers," Lex Prin describes the "accomplishments" of a teacher through sarcasm. Analyze his intended message about the teaching profession. Cite evidence from the text.



## Make inferences about complex texts

## Take steps to achieve the skill

Break down  
the process  
of making an  
inference.

1. Read/View the text.
2. Read the question.
3. List related details.
4. Look for patterns.
5. Determine what they mean.

Support  
without  
giving the  
answers.

- Compare their initial inferences to *Scooby Doo* episodes.



- Avoid making the quick inferences.
- Put clues together to make more logical inferences.
- Prompt students when they are off track.
  - *I see why you might say that, but...*
  - *I agree, but look at page \_\_\_\_ where...*
  - *I disagree with \_\_\_\_ because...*
  - *That surprises me. Tell me more about it.*
  - *I'm confused about something. Let's look at what the author said.*



# Discern *evidence* versus *details*

## Common Core State Standards

**RL.1, RI.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

## Indiana Academic Standards

**RL.2.1, RN.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

Support every inference with textual evidence.

- Brief constructed responses
- Extended reading responses (writing prompts)
- Multiple choice
- Gridded response
- Technology-Enhanced questions

## Take steps to achieve the skill

Clarify  
*evidence*  
versus  
*details*.



• Define details.

• Define evidence.

Identify what  
“evidence”  
looks like.

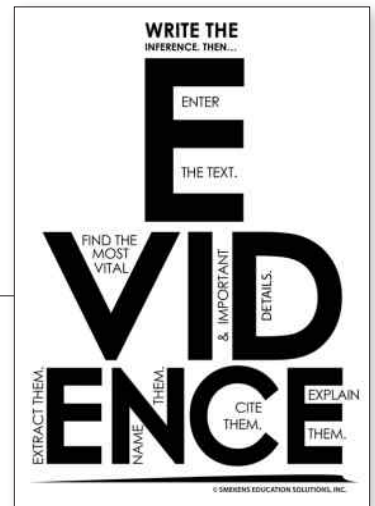


• Define evidence found within traditional print text.

• Define evidence found within photographs, illustrations, and editorial cartoons.

• Define evidence found within infographs (maps, charts, tables, figures).

• Define evidence found within videos.



Discern *evidence* versus *details*

## Take steps to achieve the skill

Sort *evidence*  
versus *just a*  
*detail*.

1. Read a text.
2. Provide a statement or make a claim about the text.
3. Provide several lines/sentences from the text typed and cut into strips.
4. Students sort the lines into two categories— statements of evidence versus just detail sentences from the text.

Create an  
evidence-  
based  
classroom.

- Follow up each inference with an expectation of textual evidence.

### **Evidence & Justification** CHEAT SHEET

*What evidence do you have for that opinion?*

*Can you justify your thinking with proof from the text?*

*What are your reasons for that?*

*How do you know that is true?*

*Could you give me an example from the text?*

*What in the text made you say/think that?*

*Can you identify another detail that supports your idea?*

*How does that evidence connect to...?*

*How does that detail prove that...?*

*Tell me more about what you mean by that.*

- Stay neutral.

## **Evidence & Justification**

### **CHEAT SHEET**

*Where in the text did the author lead you to believe that?*

*What details in the text support that opinion?*

*Can you justify your thinking with proof from the text?*

*Point to/Highlight words and phrases in the text that justify that answer.*

*How do you know that is true based on the text?*

*What in the text made you say/think that?*

*Could you give me an example from the text?*

*What reasons are outlined in the text to support that idea/conclusion?*

*Can you identify another detail in the text that supports your idea?*

*How does that detail prove that...?*

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## **Evidence & Justification**

### **CHEAT SHEET**

*Where in the text did the author lead you to believe that?*

*What details in the text support that opinion?*

*Can you justify your thinking with proof from the text?*

*Point to/Highlight words and phrases in the text that justify that answer.*

*How do you know that is true based on the text?*

*What in the text made you say/think that?*

*Could you give me an example from the text?*

*What reasons are outlined in the text to support that idea/conclusion?*

*Can you identify another detail in the text that supports your idea?*

*How does that detail prove that...?*

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## **Evidence & Justification**

### **CHEAT SHEET**

*Where in the text did the author lead you to believe that?*

*What details in the text support that opinion?*

*Can you justify your thinking with proof from the text?*

*Point to/Highlight words and phrases in the text that justify that answer.*

*How do you know that is true based on the text?*

*What in the text made you say/think that?*

*Could you give me an example from the text?*

*What reasons are outlined in the text to support that idea/conclusion?*

*Can you identify another detail in the text that supports your idea?*

*How does that detail prove that...?*

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## **Evidence & Justification**

### **CHEAT SHEET**

*Where in the text did the author lead you to believe that?*

*What details in the text support that opinion?*

*Can you justify your thinking with proof from the text?*

*Point to/Highlight words and phrases in the text that justify that answer.*

*How do you know that is true based on the text?*

*What in the text made you say/think that?*

*Could you give me an example from the text?*

*What reasons are outlined in the text to support that idea/conclusion?*

*Can you identify another detail in the text that supports your idea?*

*How does that detail prove that...?*

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# Explain evidence thoroughly

## Common Core State Standards

**RL.1, RI.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Indiana Academic Standards

**RL.2.1, RN.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

**W.1** ...Apply reading standards to (support analysis, reflection, and research) writing in response to literature and nonfiction texts.

Reading comprehension is assessed through writing.

- Brief constructed responses
- Extended reading responses (writing prompts)

## Take steps to achieve the skill

Reveal the ingredients of a complete response.



**M**

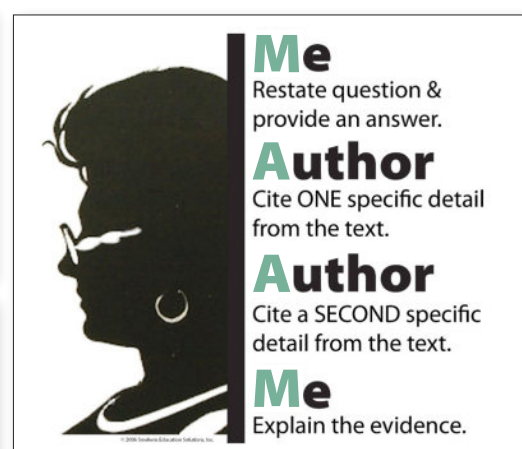
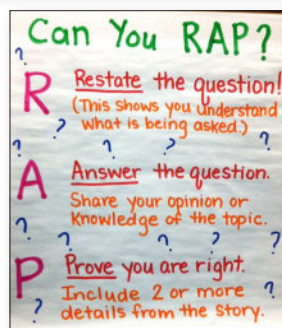
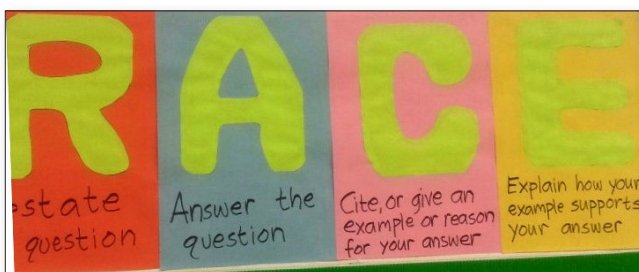
Repeat key words from the question and provide a general answer.

**A**

Using citation phrases, reference specific details from the text(s).

**M**

Explain the evidence.



## Explain evidence thoroughly

## Take steps to achieve the skill

Extract  
the details.



- Touch, scroll, or flip back to the original text.

Name  
the details.



- Weave in phrases from the text using sentence starters.

*In the text...*

*The text states...*

*The text also states...*

*According to the passage...*

*According to the text...*

*It was written that...which...*

*One example from the text...*

*A second example from the text...*

*The author states...*

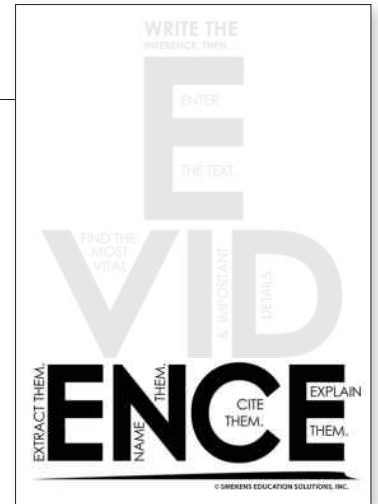
*The author also states...*

*The author wrote...*

*For instance...*

*For example...*

*An example is...*

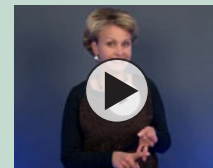


Cite  
where each  
detail lives.



- Identify *which* text and *where* in the text.

## Secret Site Resource



**Watch a short video** about weaving textual citations into a written response.

Explain  
the details.



- Accomplish three things within the final sentence.

Restate the inference.

*This shows...*

*This demonstrates...*

*These details prove...*

Add a conjunction, transition, or connecting word.

*because*

*so*

*and*

*since*

*consequently*

*as a result*

*therefore*

Provide a personal interpretation— your definition— of its meaning.

*How do these details prove your inference?*

*How do these details show/demonstrate your inference?*

*How do these details prove important?*

*How are these details significant or relevant?*

*What do these details imply?*

# Explain evidence thoroughly



*Now it's your turn!*

## Staff Bathroom Etiquette, by Lex Prin

1 I'd like to talk about something very important at all schools across the nation and probably the world...and that is staff bathroom etiquette. Some of us need a lesson.

2 First, number 1, is there is a lock on the door for a reason. Make sure you click the bathroom lock. If you don't hear click, it's not locked. And it is very traumatizing to walk in on a staff member in the bathroom.

3 Next, when the toilet paper is gone, call the custodian. Don't just leave and not tell anyone. Because the next person that comes in doesn't realize there's no toilet paper, and it causes some stress. Call the custodian.

4 Next if you share a bathroom males and females, and you have fluffed up that bathroom with lace and flowers and generic Longaberger baskets, put something manly in there so the men will feel welcome

like a bobblehead or a superhero poster. We want to feel welcome, too.

5 If you happen to have bathrooms one's for mens and one's for womens, don't yell at the men when there is a line at the women's bathroom. That is not our fault. And stop trying to sneak into the men's bathroom. If we snuck into the ladies' bathroom, you would say "GROSS!" So stop sneaking into the men's bathroom. GROSS!

6 Most important, air freshner don't make the air fresher. So stop spraying 42 seconds worth of air freshner. It's just making things worse. And, as it pertains to that rule—if you have Taco Tuesday at your house, Wednesday might be a good day for you to get a doctor's appointment so you can be off school, and bless everyone.



SOURCE: [www.youtube.com/watch?v=DSOcKG35\\_EA](http://www.youtube.com/watch?v=DSOcKG35_EA)

**READ:** Use the text's details to make the inference.

1. Read/View the text.
2. Read the question.
3. List/Mark related details.
4. Look for patterns.
5. Determine what they mean.

## Sample Test Item

Infer a character trait Lex Prin reveals as he presents his advice on school staff bathroom etiquette. Provide specific details from the text to support your inference.

**WRITE:** Reveal the inference with text details.



Repeat key words from the question & provide a general answer.

**M**

Using citation phrases, reference specific details from the text(s).

**A**

**A**

Explain the evidence.

**M**



# 7

## ROOT THINKING IN TEXTUAL EVIDENCE

### Explain evidence thoroughly

#### Take steps to achieve the skill

Generate whole-class products.

- Facilitate the drafting of a strong product with all Yes, MA'AM facets.

#### Secret Site Resource



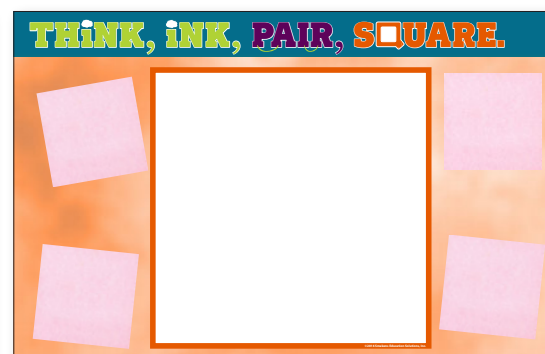
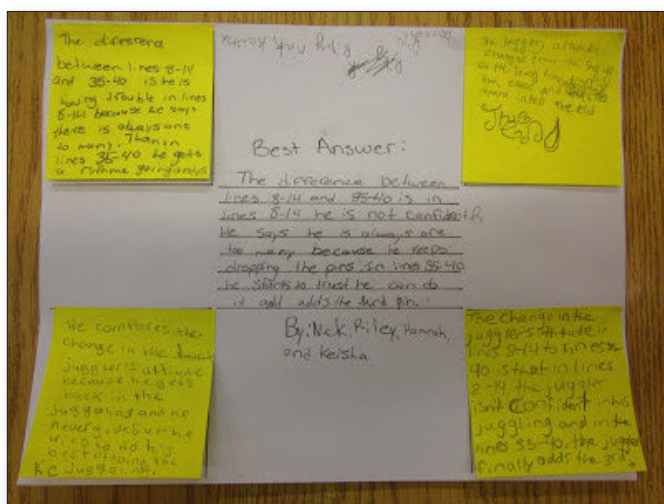
Watch *Citing Textual Evidence* training video for up to one month free on the Secret Site.

Move from oral to written responses.

- Provide opportunities for groups to produce constructed responses.

#### Secret Site Resources

Download sets of the Yes MA'AM cards and the *Think • Ink • Pair • Square* placemats.



# Explain evidence thoroughly

## Take steps to achieve the skill

Expect independent written responses.

Scribe the whole-class response, facilitating a strong product with all Yes, MA'AM facets.

**Constructed Response**  
When answering constructed responses, always remember **Yes MA'AM!**

<b>M</b>	
<b>A</b>	
<b>A</b>	
<b>M</b>	

**YES, Me Author Me**  
**Constructed Response**

At the beginning of each sentence write the MA'AM letter you are using.

**ME:** This sentence provides context and includes your general answer (inference, opinion) to the question.

**AUTHOR:** This will be evidence or proof from the text (author's words) that supports your conclusion.

**AUTHOR:** This will be a second example of evidence from the text (author's words) that supports your conclusion.

**ME:** Explain how the evidence proves your inference (your first sentence).

Your entire constructed response must fit within these six lines.

Move from brief constructed responses to long, extended responses.

Tweak the Yes, MA'AM strategy to fit longer extended-responses (writing prompt) essays.

**INTRODUCTION**

<b>M</b>	
<b>A</b>	
<b>A</b>	
<b>M</b>	
<b>M</b>	
<b>A</b>	
<b>A</b>	
<b>M</b>	
<b>M</b>	
<b>A</b>	
<b>A</b>	
<b>M</b>	

**CONCLUSION**

### Secret Site Resource



Watch a short video about adapting Yes, MA'AM to fit longer written responses.



# Constructed Response

*When answering constructed responses,*  
*always remember **Yes MA'AM!***

**M**

---

**A**

---

**A**

---

**M**

---



## Constructed Response

*At the beginning of each sentence write the MA'AM letter you are using.*

**M:** This sentence provides context and includes your general answer (inference, opinion) to the question.

**A:** This will be evidence or proof from the text (author's words) that supports your conclusion.

**A:** This will be a second example of evidence from the text (author's words) that supports your conclusion.

**M:** Explain how the evidence proves your inference (your first sentence).

*Your entire constructed response must fit within these six lines.*

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## INTRODUCTION



---

**M**

---

**A**

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**A**

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**M**

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**M**

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**A**

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**A**

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**M**

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**M**

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**A**

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**A**

---

**M**

---

## CONCLUSION

# Determine main idea & theme

## Common Core State Standards

**RL.2, RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## Indiana Academic Standards

**RL.2.2** Recount (retell, paraphrase) main events... in a detailed summary... determine central message/theme... and provide evidence for the interpretation.

**RN.2.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

## Define *Main*.

### Main [adjective]

- the most important thing
- for the most part; the greatest part
- first in rank or importance

*Synonyms: leading, chief, principal*

## Define *Idea*.

### Idea [noun]

- a notion formed by generalization
- a belief or controlling principle

*Synonyms: thought, sentiment, impression, view*

## Define *Main Idea*.

### Main Idea is....

- ...the most important thought
- ...the greatest sentiment
- ...a generalization of first rank or importance
- ...the leading impression
- ...the chief notion
- ...the principal view

## Recognize its aliases.

- Main Idea
- Central Idea
- Central Thought
- Thesis
- Theme
- Author's Message
- Main Idea Statement
- Most Important Idea
- What is this passage *MOSTLY* about?
- Which sentence *BEST* describes the main idea?
- For what purpose would someone read this text?
- Which sentence is the best summary of this text?
- What would be another title appropriate for this passage?
- Highlight the sentence that best summarizes the main idea of this passage.

## Topic

Who or what the passage is about.

## Main Idea

The overall/most important point the author is making about the topic.

## Compare a main-idea sentence to a newspaper headline.



## Compare texts on the same topic with different main ideas.

### TOPIC: School

*Jake's 100th Day*, Lester Laminack  
*First Day Jitters*, Julie Dannenberg  
*This School Year Will Be the BEST!*, Kay Winters

### TOPIC: Homelessness

*A Shelter in Our Car*, Monica Gunning  
*Uncle Willie and the Soup Kitchen*, DyAnne DiSalvo  
*Lives Turned Upside Down: Homeless Children in Their Own Words and Photographs*, Jim Hubbard

## Determine main idea &amp; theme

## Take steps to achieve the skill

Teacher provides  
the main idea.

- Match articles to their headlines.

Students infer  
the main idea.

- Guess headlines and compare to the originals.
- White-out/write-in subheadings in content-area textbooks.
- Write a main-idea sentence after each chapter in a novel.

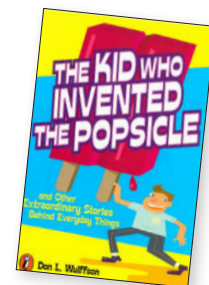
Main Idea Chapter Titles	
Chapter 1	Chapter 9
Chapter 2	Chapter 10
Chapter 3	Chapter 11
Chapter 4	Chapter 12
Chapter 5	Chapter 13
Chapter 6	Chapter 14
Chapter 7	Chapter 15
Chapter 8	Chapter 16

Teacher provides  
main idea & students  
identify evidence.

- Provide multiple headlines (on the same topic). Select which *one* headline matches this particular article and underline details within the article as evidence for your headline choice.

Students infer  
main idea &  
identify evidence.

- Infer the text's title/headline and mark evidence/details.



Students infer  
multiple main ideas  
& identify evidence.

- Students read a longer, more complex text and identify 2-3 main ideas, coding which details support each main idea.



---

# MAIN-IDEA CHAPTER TITLES

Chapter 1	Chapter 9
Chapter 2	Chapter 10
Chapter 3	Chapter 11
Chapter 4	Chapter 12
Chapter 5	Chapter 13
Chapter 6	Chapter 14
Chapter 7	Chapter 15
Chapter 8	Chapter 16

---

# MAIN-IDEA **CHAPTER TITLES**

Chapter 17	Chapter 25
Chapter 18	Chapter 26
Chapter 19	Chapter 27
Chapter 20	Chapter 28
Chapter 21	Chapter 29
Chapter 22	Chapter 30
Chapter 23	Chapter 31
Chapter 24	Chapter 32

# Determine main idea & theme

Support main idea with textual evidence.

## Topic

Who or what the passage is about

## Main Idea

The overall/most important point the author is making about the topic

## Details

The words, phrases, & synonyms that repeat within the text



## Panda cub is ready for public debut

If the youngest giant panda cub at the National Zoo in Washington is stressed out about appearing in front of crowds for the first time, he isn't showing it.

Keepers were expecting Bei Bei (pronounced BAY BAY) to squawk and squirm during an audience with a small news media contingent Dec. 14. Instead, under bright television lights with cameras clicking, he quickly fell asleep on an examination table. He left a small puddle of drool on the tablecloth.

Panda biologist Laurie Thompson explained that before he went in front of the cameras, Bei Bei was playing with a piece of bamboo. And he was trying to walk. Just like a newborn human, he tires easily.

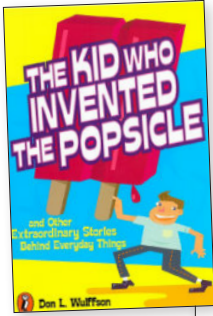


SOURCE: [www.tweentribune.com](http://www.tweentribune.com)

"I'm very proud of him," Thompson said. "Obviously, he wasn't too bothered by all the people here. This is just the beginning for him as far as people go."

Bei Bei is ready for his close-up. The cub will make a few appearances before selected audiences ahead of his public debut on Jan. 16. That's when the panda house will reopen. It's also around the time Bei Bei will be sure enough on his feet that he'll get to venture into the outdoor panda habitat for the first time.

## Determine main idea &amp; theme



In the early 1900s, the streamlined sausages with the almost transparent casing were becoming popular in the United States. They went by a variety of names: frankfurters, franks, wieners, red hots, and dachshund sausages.

One day in 1906, cartoonist Tad Dorgan was in the stands at a New York Giants baseball game. Inspired by the vendors' call of "Get your hot dachshund sausages!" Dorgan went back to his office and sketched a cartoon of a dachshund dog in a bun and smeared with mustard. Not sure how to spell "dachshund," Dorgan left the word out when he captioned his cartoon: "A real hot dog!"

The cartoon, appearing nationwide, added a new, all-American word to our vocabulary.

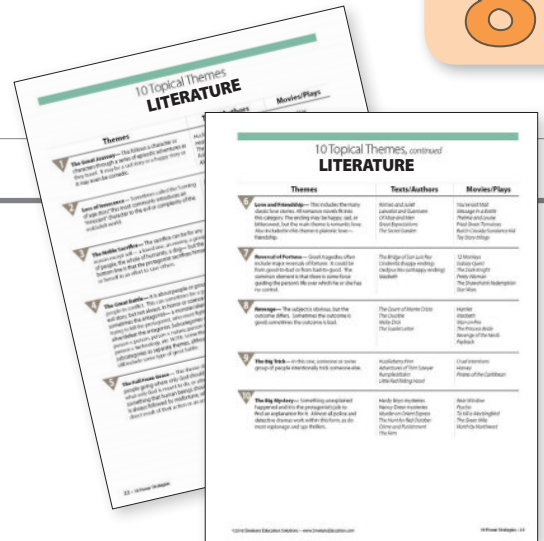


# Determine main idea & theme

Introduce recurring or universal themes.

## Topical Themes

- The Great Journey
- Loss of Innocence
- The Noble Sacrifice
- The Great Battle
- The Fall From Grace
- Love and Friendship
- Reversal of Fortune
- Revenge
- The Big Trick
- The Big Mystery

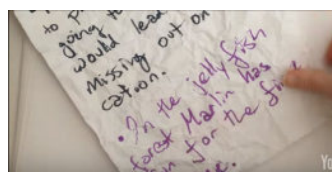
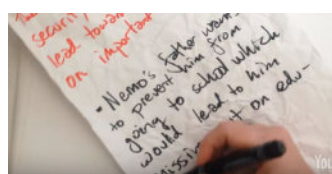
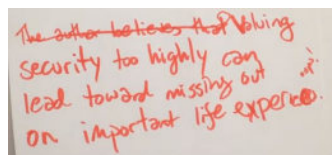
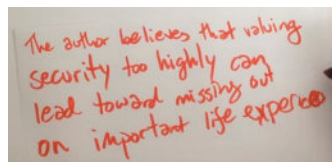
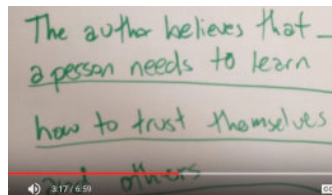
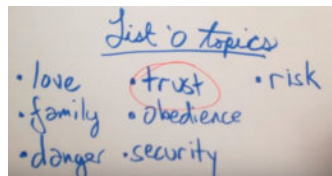


Determine a theme statement in four steps.

### Secret Site Resource

Watch a YouTube video by Sara Johnson about generating a theme statement with textual evidence.

## "NEMO" EXAMPLE



## 4-STEP PROCESS



Create a list of topics. *This text was about these broad universal categories/topics: \_\_\_\_.*



Pick one topic and write a sentence about what the author believes about that topic.

the

message the author teaches

ME



Choose one statement and remove "The author believes that."



Quote/Paraphrase multiple sentences from the original text to prove the theme statement is true.

# 10 Topical Themes

## LITERATURE

	Themes	Texts/Authors	Movies/Plays
1	<b>The Great Journey</b> — This follows a character or characters through a series of episodic adventures as they travel. It may be a sad story or a happy story or it may even be comedic.	<i>Huckleberry Finn</i> <i>Heart of Darkness</i> <i>The Odyssey</i> <i>Fellowship of the Ring</i> <i>Alice's Adventures in Wonderland</i>	<i>Apocalypse Now</i> <i>Cast Away</i> <i>Chariots of Fire</i> <i>Slumdog Millionaire</i> <i>The Wizard of Oz</i>
2	<b>Loss of Innocence</b> — Sometimes called the “coming of age story,” this most commonly introduces an “innocent” character to the evil or complexity of the real/adult world.	<i>Bridge to Terebithia</i> <i>David Copperfield</i> <i>Lord of the Flies</i> <i>Tuck Everlasting</i>	<i>Dead Poets Society</i> <i>Kite Runner</i> <i>Old Yeller</i> <i>Platoon</i> <i>Stand by Me</i>
3	<b>The Noble Sacrifice</b> — The sacrifice can be for any reason except self— a loved one, an enemy, a group of people, the whole of humanity, a dog— but the bottom line is that the protagonist sacrifices himself or herself in an effort to save others.	The story of Jesus The story of King Arthur <i>Tuck Everlasting</i> <i>Uncle Tom's Cabin</i> <i>The Lion, the Witch, and the Wardrobe</i>	<i>Glory</i> <i>Armageddon</i> <i>The Green Mile</i> <i>The Brave Little Toaster</i> <i>The Lion King</i> <i>The Matrix</i>
4	<b>The Great Battle</b> — It is about people or groups of people in conflict. This can sometimes be a good v. evil story, but not always. In horror or science fiction, sometimes the antagonist— a monster/alien is trying to kill the protagonist, who must fight to stay alive/defeat the antagonist. Subcategories would be person v. person, person v. nature, person v. society, person v. technology, etc. NOTE: Some think of these subcategories as separate themes, although they all still include some type of great battle.	<i>The Iliad</i> <i>A Tale of Two Cities</i> <i>1984</i> <i>Return of the King</i> <i>The Last Battle</i>	<i>West Side Story</i> <i>Les Miserables</i> <i>Alien</i> <i>Terminator</i> <i>Saving Private Ryan</i>
5	<b>The Fall From Grace</b> — This theme shows us people going where only God should go, doing what only God is meant to do, or attempting to do something that human beings should never do. This is always followed by misfortune, whether it is the direct result of their action or an act of God.	The story of the Tower of Babel The story of the Garden of Eden <i>Frankenstein</i> <i>The Island of Dr. Moreau</i> <i>Perelandra</i> <i>Fall From Grace</i>	<i>The Godfather</i> <i>Jurassic Park</i> <i>Macbeth</i>

# 10 Topical Themes, *continued*

## LITERATURE

Themes	Texts/Authors	Movies/Plays
<b>6 Love and Friendship</b> — This includes the many classic love stories. All romance novels fit into this category. The ending may be happy, sad, or bittersweet, but the main theme is romantic love. Also included in this theme is platonic love—friendship.	<i>Romeo and Juliet</i> <i>Lancelot and Guenivere</i> <i>Of Mice and Men</i> <i>Great Expectations</i> <i>The Secret Garden</i>	<i>You've Got Mail</i> <i>Message in a Bottle</i> <i>Thelma and Louise</i> <i>Fried Green Tomatoes</i> <i>Butch Cassidy/Sundance Kid</i> <i>Toy Story</i> trilogy
<b>7 Reversal of Fortune</b> — Greek tragedies often include major reversals of fortune. It could be from good-to-bad or from bad-to-good. The common element is that there is some force guiding the person's life over which he or she has no control.	<i>The Bridge of San Luis Rey</i> <i>Cinderella</i> (happy ending) <i>Oedipus Rex</i> (unhappy ending) <i>Macbeth</i>	<i>12 Monkeys</i> <i>Galaxy Quest</i> <i>The Dark Knight</i> <i>Pretty Woman</i> <i>The Shawshank Redemption</i> <i>Star Wars</i>
<b>8 Revenge</b> — The subject is obvious, but the outcome differs. Sometimes the outcome is good; sometimes the outcome is bad.	<i>The Count of Monte Cristo</i> <i>The Crucible</i> <i>Moby Dick</i> <i>The Scarlet Letter</i>	<i>Hamlet</i> <i>Macbeth</i> <i>Man on Fire</i> <i>The Princess Bride</i> <i>Revenge of the Nerds</i> <i>Payback</i>
<b>9 The Big Trick</b> — In this one, someone or some group of people intentionally trick someone else.	<i>Huckleberry Finn</i> <i>Adventures of Tom Sawyer</i> <i>Rumpelstiltskin</i> <i>Little Red Riding Hood</i>	<i>Cruel Intentions</i> <i>Harvey</i> <i>Pirates of the Caribbean</i>
<b>10 The Big Mystery</b> — Something unexplained happened and it is the protagonist's job to find an explanation for it. Almost all police and detective dramas work within this form, as do most espionage and spy thrillers.	Hardy Boys mysteries Nancy Drew mysteries <i>Murder on Orient Express</i> <i>The Hunt for Red October</i> <i>Crime and Punishment</i> <i>The Firm</i>	<i>Rear Window</i> <i>Psycho</i> <i>To Kill a Mockingbird</i> <i>The Green Mile</i> <i>North by Northwest</i>

the

message the author teaches

ME

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**The** message the author taught **me** *was*...

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CITE EVIDENCE OF THIS THEME & MESSAGE:



# Recognize new information within text features

## Common Core State Standards

**RL.5, RI.5** Analyze the structure of texts ... including how specific parts relate to each other and the whole... Know and use various text features to locate key facts or information in a text efficiently.

## Indiana Academic Standards

**RL.2.4** Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.

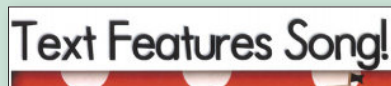
**RL.4.1** Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.

**RN.3.1** Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

Introduce types of text features.

### Secret Site Resources

Watch a music video about text-features to the tune of "Sponge Bob."



Download a PowerPoint template for a digital handbook of text features.

Read text features to gain information.

## Take steps to achieve the skill

Read text features.

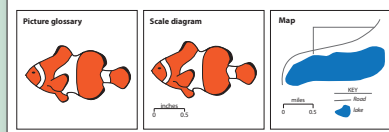
- Immerse students in nonfiction text features, especially charts, maps, tables, and other infographs.

- Provide explicit instruction on how to enter and read different infographs.

### Secret Site Resources

#### Simple Diagrams

- Show the surface.
- Identify with labels(s).
- Reference size.



Download mini-posters (8x11 PDFs).

Gain knowledge from text features.

- Provide explicit instruction on how to comprehend infographs.

Information T.H.I.E.V.E.S. Recording Form

What did you learn?

Table of Contents

Page #

Picture/Captions

Page #

Diagrams/Charts

Page #

Fact Boxes

Page #

Glossary

Page #

Other

Page #

Key:

- T: Title
- H: Headings
- L: Introduction
- E: Every first sentence
- W: Words & vocabulary
- E: End of chapter questions
- S: Summary

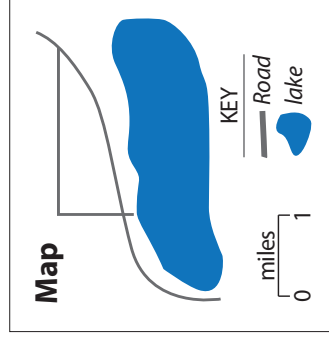
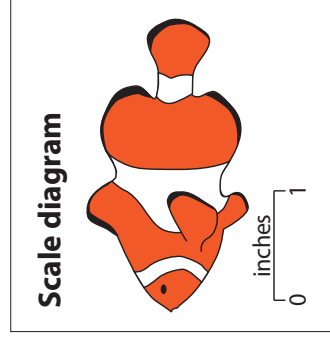
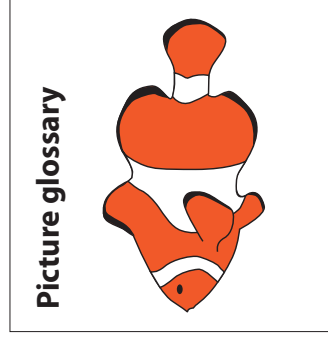
Assess the knowledge gained from text features.

- Assess the new information learned from a text feature.

# Know *and use* types of text features

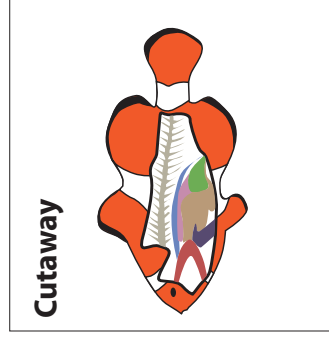
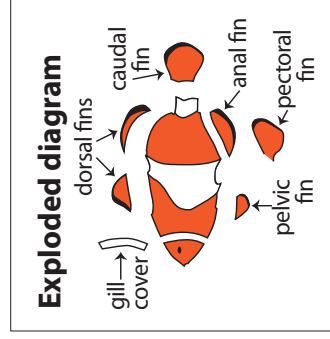
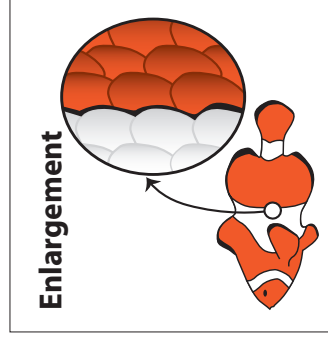
## Simple Diagrams

- Show the surface.
- Identify with label(s).
- Reference size.



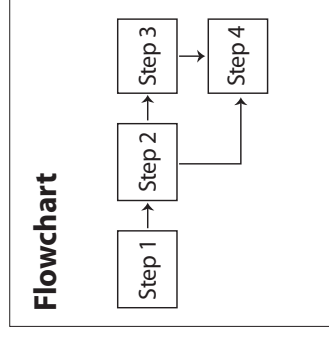
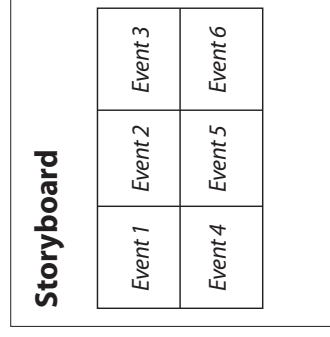
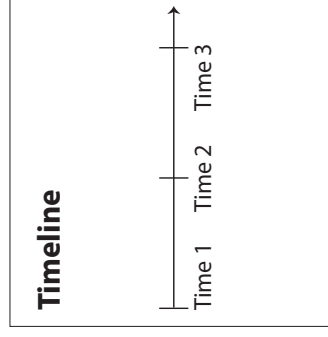
## Analytic Diagrams

- Expose fine details.
- Show size/shape of each part.
- Reveal hidden aspects.



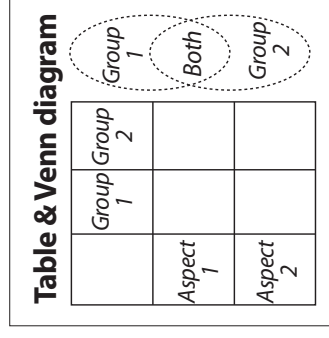
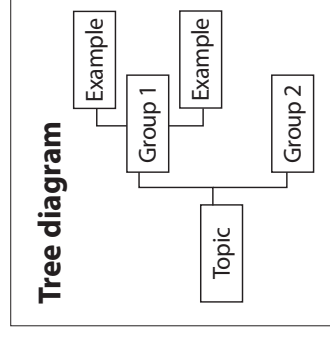
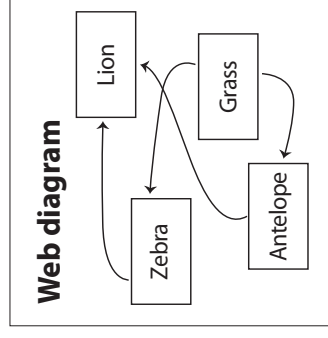
## Process Diagrams

- Sequence events.
- Allot for time increments.
- Give alternative pathways.



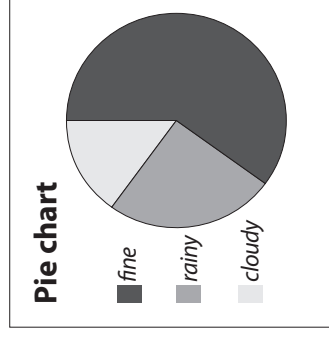
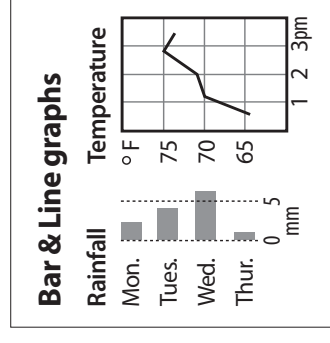
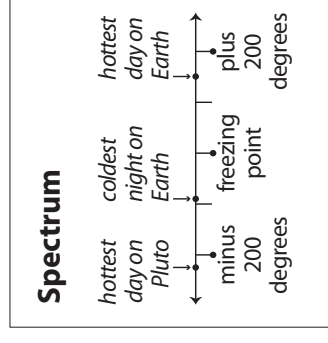
## Structure Diagrams

- Show relationships.
- Fit groups inside of groups.
- Note similarities/differences.



## Graphs (Numbers)

- Show measurement.
- Rank items by amount.
- Denote more or less.



# Information T.H.I.E.V.E.S. Recording Form

Using the text features, note the information you learned. List the page number where you found it, if applicable.

## Table of Contents

What did you learn?

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Page #:

## Pictures/Captions

What did you learn?

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Page #:

## Diagrams/Charts

What did you learn?

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Page #:

## Glossary

What did you learn?

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Page #:

## Fact Boxes

What did you learn?

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Page #:

## Other

What did you learn?

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Page #:

**T.** Title  
**H.** Headings  
**I.** Introduction  
**E.** Every first sentence  
**V.** Visuals & vocabulary  
**E.** End of chapter questions  
**S.** Summary

## Recognize new information within text features

Assess the *new* information learned from a text feature.

## Sample Test Item

How do the map and the chart help the reader understand the information in the article? Support your answer with details from the article.

## Inside the United States Mint

**How was the United States Mint born?**

1 It is the 18th century, and the colonies are breaking free from England. A new country! But what about money? How can they pay for their war against England?

2 In 1775, John Hancock suggests that Congress issue bills of credit. People could exchange these paper notes for silver Spanish-milled dollars after the war.

3 The colonists already use many types of currencies. If the colonies win, should they use British pounds (money used in Great Britain) after the war? Or use Spanish-milled dollars? Or invent a whole new currency?

4 Jefferson says that our money should be divided into 100 parts. In 1785, Congress invents a new dollar currency and decides from which metals the coins will be made. Now they just need someone to make them!

5 In 1792, Congress passes the Coinage Act, creating the Bureau of the Mint to make gold, silver, and copper coins. The United States Mint is born!

6 President George Washington appoints David Rittenhouse, a scientist, as the first Director of the Mint. The Mint produces its first circulating coins: copper cents and half cents.

**What does the United States Mint do?**

7 The United States Mint makes coins. Its main task is to make sure the people of the nation have enough coins to carry on daily business. The Bureau of Engraving and Printing makes paper money and the United States Mint makes all our nation's coins. In addition to coins for commerce (buying and selling), the United States Mint also makes other coins and medals for collectors.

8 There are six places around the country that make up this federal agency. Each one is called a "facility."

**What is a facility?**

9 A facility is a place or building set up for certain reasons. As a house has a kitchen for cooking and a bedroom for sleeping but the rooms are still part of one house, so the United States Mint has six facilities with different purposes.

10 From the headquarters in Washington, D.C., the Director of the Mint oversees the facilities in Philadelphia, Denver, San Francisco, and West Point, as well as the U.S. Bullion Depository at Fort Knox, Kentucky (shown on the map).

**What coins are made at the facilities?**

11 The Mint makes pennies, nickels, dimes, quarters, half dollars, and dollars. They make special coins too. You might know about the state quarter program. The 50 State Quarters Program ended in 2008—its tenth year—with its final five coins.

12 Here's how the program worked: In 1999, the United States Mint began making a new quarter about every ten weeks to honor one of the 50 states—that is,

five new quarters every year—until the program ended. The quarters were made in the same order as the states' "birthdays," as listed in the chart.

**The America the Beautiful® Program**

13 In 2010, the United States Mint began to issue quarters for the America the Beautiful program. By the time the program ends in 2021, there will be a total of 56 quarter-dollar coins released. Each design (on the flip side of the coin) will focus on a different national site in each state, territory, and the District of Columbia.

14 In 2017, Indiana will have its state coin released. The coin will celebrate the George Rogers Clark National Historical Park in Vincennes, Indiana.

1999	2000	2001	2002	2003
Delaware	Massachusetts	New York	Tennessee	Illinois
Pennsylvania	Maryland	North Carolina	Ohio	Alabama
New Jersey	South Carolina	Rhode Island	Louisiana	Maine
Georgia	New Hampshire	Vermont	Indiana	Missouri
Connecticut	Virginia	Kentucky	Mississippi	Arkansas

2004	2005	2006	2007	2008
Michigan	California	Nevada	Montana	Oklahoma
Florida	Minnesota	Nebraska	Washington	New Mexico
Texas	Oregon	Colorado	Idaho	Arizona
Iowa	Kansas	North Dakota	Wyoming	Alaska
Wisconsin	West Virginia	South Dakota	Utah	Hawaii

# Evaluate author or character perspective

## Common Core State Standards

**RL.6, RI.6** Assess how point of view or purpose shapes the content and style of a text.

## Indiana Academic Standards

**RL.3.2** Compare and contrast the point of view from which different stories are told (first versus third-person)... Describe how the narrator/speaker influences how events are portrayed (impacts mood, tone, and meaning)...

**RN.3.3** Determine an author's perspective or purpose in a text, and explain how it is conveyed ... Analyze how the author acknowledges/ responds to conflicting viewpoints... Analyze multiple accounts of the same event or topic, noting similarities and differences in the perspectives...

Distinguish the subtle, but significant differences.

## PURPOSE: *Why* is the author sharing the story/information?

- To persuade or convince the reader that \_\_\_\_\_.
- To inform or explain or teach the reader about \_\_\_\_\_.
- To entertain (or convey an experience to) the reader about \_\_\_\_\_.



## POINT OF VIEW: *Who* is telling the details?

- Who is telling the story?
- Who is telling *this part* of the story/text?
- Who is explaining/sharing/teaching the information?

## PERSPECTIVE: *How* does a character/author feel about something?

- What does this character/author think?
- What does he believe?
- What is his position?
- What side does he take?
- What is his attitude about the subject?
- What is his claim?

### COMMON VOCABULARY

perspective	opinion
position	point of view
stance	viewpoint
angle	outlook
side	belief

## SUPPORT: *What* support does he offer for this belief?

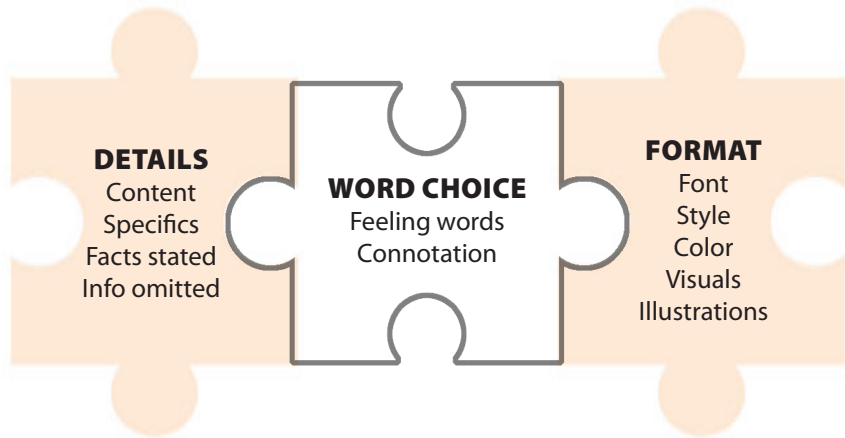
- What evidence does he provide for this claim?
- What proof is offered for this opinion?
- What facts back up this perspective?

## Evaluate author or character perspective

## Take steps to achieve the skill

Infer how a character/author feels.

- Reveal the 3 ways an author/character communicates his perspective.



Reveal a short text with a clear perspective. Students identify the author/character perspective based on the details provided, word choice utilized, and visual format presented.



- Explain the character/author perspective within a constructed response.

## INFERENCE

## What is the answer?

- Based on the text, this author believes \_\_\_\_.
- The author's view of \_\_\_\_ is \_\_\_\_.
- In this scene, [a character] thinks/feels \_\_\_\_.

## EVIDENCE

## How do you know?

- Evidence of this opinion include \_\_\_\_.
- Other examples of this viewpoint include \_\_\_\_.
- This perspective is obvious because \_\_\_\_.



# Evaluate author or character perspective



Now it's your turn!

## Little Things Are Big, by Jesús Colón

1 I've been thinking; you know, sometimes one thing happens to change your life, how you look at things, how you look at yourself. I remember one particular event. It was when? 1955 or '56...a long time ago. Anyway, I had been working at night. I wrote for the newspaper and, you know, we had deadlines. It was late after midnight on the night before Memorial Day. I had to catch the train back to Brooklyn; the West side IRT. This lady got on to the subway at 34th and Penn Station, a nice looking white lady in her early twenties. Somehow she managed to push herself in with a baby on her right arm and a big suitcase in her left hand. Two children, a boy and a girl about three and five years old trailed after her.

2 Anyway, at Nevins Street I saw her preparing to get off at the next station, Atlantic Avenue. That's where I was getting off too. It was going to be a problem for her to get off; two small children, a baby in her arm, and a suitcase in her hand. And there I was also preparing to get off at Atlantic Avenue. I couldn't help but imagine the steep, long concrete stairs going down to the Long Island Railroad and up to the street. Should I offer my help? Should I take care of the girl and the boy, take them by their hands until they reach the end of that steep long concrete stairs?

3 Courtesy is important to us Puerto Ricans. And here I was, hours past midnight, and the white lady with the baby in her arm, a suitcase and two white children badly needing someone to help her.

4 I remember thinking; I'm a \*Negro and a Puerto Rican. Suppose I approach this white lady in this deserted subway station late at night? What would she say? What would be the first reaction of this white American woman? Would she say: "Yes, of course you may help me," or would she think I was trying to get too familiar or would she think worse? What do I do if she screamed when I went to offer my help? I hesitated. And then I pushed by her like I saw nothing as if I were insensitive to her needs. I was like a rude animal walking on two legs just moving on, half running along the long the subway platform, leaving the children and the suitcase and the woman with the baby in her arms. I ran up the steps of that long concrete stairs in twos and when I reached the street, the cold air slapped my warm face.

5 Perhaps the lady was not prejudiced after all. If you were not that prejudiced, I failed you, dear lady. If you were not that prejudiced I failed you; I failed you too, children. I failed myself. I buried my courtesy early on Memorial Day morning.

6 So, here is the promise I made to myself back then: if I am ever faced with an occasion like that again, I am going to offer my help regardless of how the offer is going to be received. Then I will have my courtesy with me again.

\*The word Negro was commonly used in the early and middle years of the last century to refer to an African American. Its use reflects the time period.

SOURCE: [www.facinghistory.org/books-borrowing/little-things-are-big](http://www.facinghistory.org/books-borrowing/little-things-are-big)

### Sample Test Item

What is the author's perspective on this event? Use specific details from the essay to support your thinking.

#### INFERENCE: What is the answer?

- Based on the text, this author believes \_\_\_\_.
- The author's view of \_\_\_\_ is \_\_\_\_.
- In this scene, [a character] thinks/feels \_\_\_\_.

#### EVIDENCE: How do you know?

- Evidence of this opinion include \_\_\_\_.
- Other examples of this viewpoint include \_\_\_\_.
- This perspective is obvious because \_\_\_\_.

## Evaluate author or character perspective

**Common Core State Standards**

**RI.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Indiana Academic Standards**

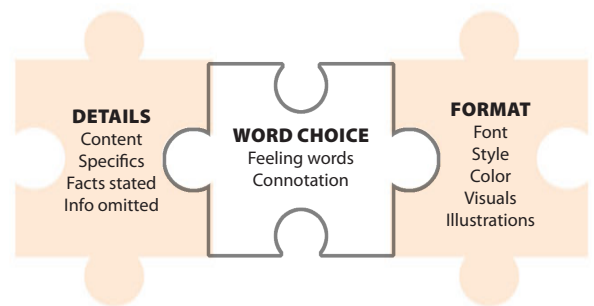
**RN.4.1** Distinguish between fact and opinion... evaluate the argument and specific claims in a text, including how an author uses reasons and evidence to support a statement or position.

Realize that informational text isn't necessarily "true."

**Take steps to achieve the skill**

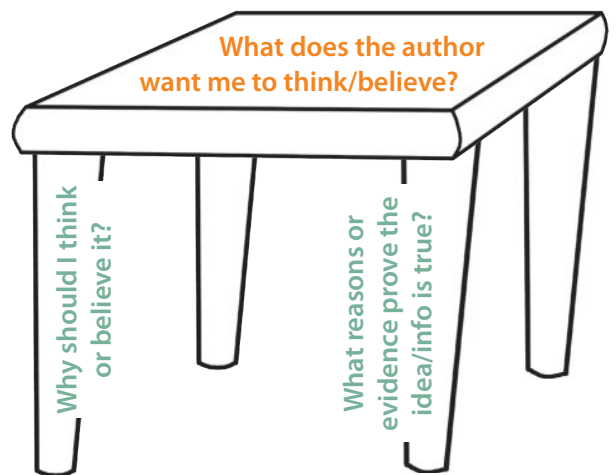
Infer how a character or author feels.

- Reveal the 3 ways an author/character communicates his perspective.
- Communicate the character/author perspective within a constructed-response frame.



Recognize the two parts of argumentative text.

- Identify the author's claim.
- Analyze the support provided.

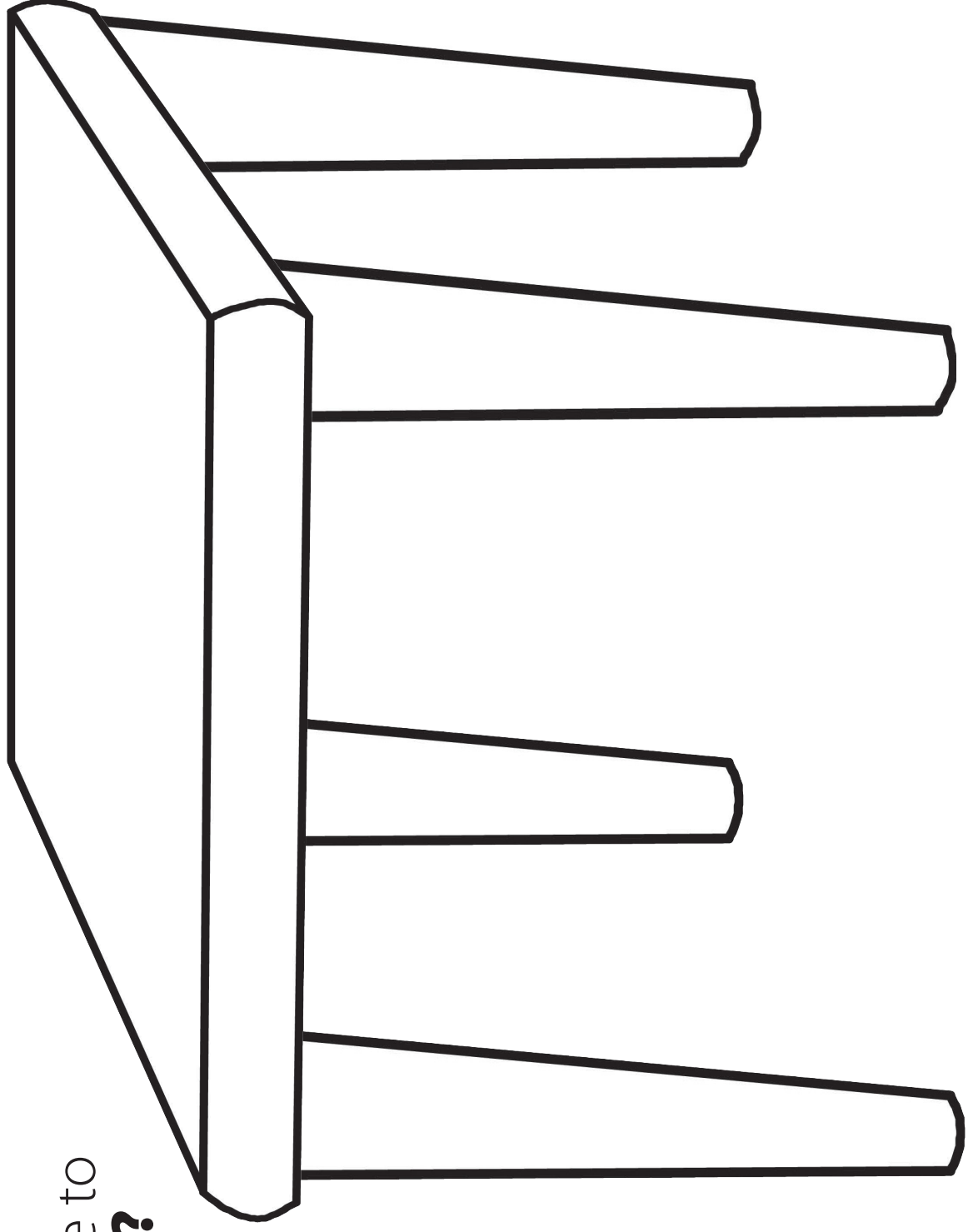


Match claims and support.

- Teacher provides the author's claim for an informational text.
- Students find supporting details to prove that his idea/information is true.
- Students infer the author's claim for an informational text.
- Students find supporting details to prove that his idea/information is true.



**What** does the author want me to **think/believe?**



**Why should I think believe it?**

What reasons or evidence does the author provide to prove the idea/information is true?

## Evaluate author or character perspective

## Take steps to achieve the skill

Evaluate the strength of an argument.

- Introduce the 4 facets of an argument.

## Analyze &amp; Evaluate Arguments

- 1 | Summarize the **REASONS**.  
Explain the author's reasons and decide if they make sense.
- 2 | Assess the **EVIDENCE**.  
Describe the quantity and quality of the proof.
- 3 | Identify **PERSPECTIVES**.  
Evaluate the level of balance within the argument.
- 4 | Investigate the **AUTHOR**.  
Assess author expertise on the topic.

## Secret Site Resource



Watch a short video about the four facets of argumentative analysis.

- Provide examples for students to analyze.



### 100 Major Works of Modern Creative Nonfiction

Essays, memoirs, autobiographies, biographies, travel writing, history, cultural studies, nature writing by British and American writers over the past 80 years.



Write an essay in which you explain how (name the author) builds an argument to persuade his audience that \_\_\_\_ (reveal the author's claim).



Anchor paper websites

## In-class Writing

1. Students each write an argument.
2. Swap papers and evaluate a peer's argument.
3. Write an argumentative analysis.

# Analyze & Evaluate Arguments

- 1 | Summarize the REASONS.**  
Explain the author's reasons and decide if they make sense.
- 2 | Assess the EVIDENCE.**  
Describe the quantity and quality of the proof.
- 3 | Identify PERSPECTIVES.**  
Evaluate the level of balance within the argument.
- 4 | Investigate the AUTHOR.**  
Assess author expertise on the topic.

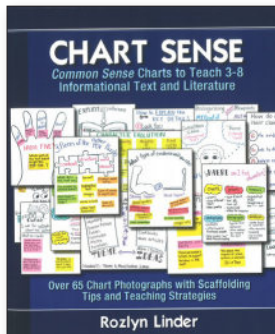
## Evaluate an author or character perspective

## Take steps to achieve the skill

Evaluate the strength of an argument.

- Introduce the 4 facets of an argument.
- Provide examples for students to analyze.
- Reveal whether it was strong or weak using the frame.

In this text, title, author  
 argues that claim. One way that  
author's last name supports this argument is  
name 1 type of evidence. This support is strong OR weak  
 because explain why it's strong OR weak. Another type of  
 support for this argument is name a second type of evidence.  
 This support is effective OR ineffective because  
explain why it's effective or ineffective.



# Draw comparisons across multiple texts

## Common Core State Standards

**RL.9 RI.9** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Indiana Academic Standards

**RL.4.2** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

**RN.4.2** Combine (compare, analyze, and synthesize) information from two or more texts in order to demonstrate knowledge about the subject.

Prepare for comparative thinking.

## Take steps to achieve the skill

Compare literary elements.

- Name the story elements.
- Extract information about the story elements from both texts.

Literature		
TEXT A	FEATURES	TEXT B
	Setting	
	Problem & Solution	
	Character	
	Theme	



©3-8 Chart Sense

## Compare a variety of literary texts.

- Compare characters from different texts.
- Compare versions of the same fairy tale from different cultures.
- Compare themes/styles within a short story and a poem.
- Compare a contemporary/modern version to an older work.
- Compare texts by the same author.

# COMPARING **Literature**

	FEATURES	
	Setting	
	Problem & Solution	
	Characters	
	Theme	

# Draw comparisons across multiple texts

## Take steps to achieve the skill

Compare information presented in nonfiction texts.

- Determine the central/big ideas common in both texts.

Informational Texts		
TEXT A	FEATURES	TEXT B
	Big Idea #1	
	Big Idea #2	
	Big Idea #3	

### Compare information.

- Compare information on the same topic from multiple texts/sources.
- Compare a poem and informational text on the same topic.
- Compare perspectives/versions/interpretations of the same event.
- Compare a primary and secondary source on the same topic.

Communicate the comparisons in a written response.



- Introduce the texts (titles/authors) and the facets of comparison.



- Draft a body paragraph per row. Based on the category in the middle column, write a topic sentence for each.



- End with an overall conclusion about the two texts.

### Draw a conclusion about the items compared.

- *Are the two items more similar or more different?*
- *What is the most important difference between the two?*
- *What are the possible reasons/causes for this difference?*
- *What are the possible effects?*
- *What can you conclude about \_\_\_\_\_ ?*
- *What have you learned as a result of the comparison?*

# COMPARING **Informational Text**

	FEATURES	
	<div>Big Idea #1</div> <div></div>	
	<div>Big Idea #2</div> <div></div>	
	<div>Big Idea #3</div> <div></div>	



# Draw comparisons across multiple texts

## Take steps to achieve the skill

Compare  
fiction  
to fact.

Text-to-Text Comparison		
INFO TEXT	FEATURES	LITERATURE
	People	
	Time & Place	
	Events	

FIRST: Read the informational text and collect details about the people/subject, the time/place, and the events/activity.

SECOND: Read the literary text and collect details about the characters, the setting, and the plot.

THIRD: Compare the information.  
*Does the fictional version accurately represent the facts revealed in the informational text?*

# Info Text v. Literature

INFO TEXT	FEATURES	LITERATURE
	People	
	Time & Place	
	Events	

# Draw comparisons across multiple texts

## Take steps to achieve the skill

Compare  
formats/  
mediums.

- Compare print text to multimodal text (video).

BOOK TO MOVIE COMPARISONS		
BOOK	FEATURES	MOVIE
	<p><b>CHARACTERS:</b> How were they described in the book? Did they look the way you thought they were going to in the movie?</p> <p><b>ADDITIONS:</b> What did they add to the movie that wasn't in the book? What was in the book but wasn't in the movie?</p> <p><b>DELETIONS:</b> What was deleted from the movie? Was there anything in the movie that should have been in the book?</p> <p><b>RELATIONSHIPS:</b> How did each text portray the relationships between the characters? Was the movie true to the book?</p> <p><b>PLOT AND OTHER LITERARY ELEMENTS:</b> How did the author/director tell the story? In order? With flashbacks or prolepsis? When? Why?</p> <p><b>THEME:</b> What themes were present in each? Which was portrayed the strongest?</p>	
		

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### Secret Site Resource



Download the **movie marquee Powerpoint** to reveal the viewing purpose.

- Compare print text to media-based format.
  - Compare print text to an audio version (e.g., speech).
  - Compare print text to a video version.
  - Compare print text to a visual version (e.g., photograph, infographic, graphic novel).



Read & annotate the **original print text.**



**What do you see** in the video?



**What do you hear** in the video?

### Secret Site Resource



Watch a short video about integrating diverse text formats into your reading curriculum.

# BOOK TO MOVIE COMPARISONS

BOOK	FEATURES	MOVIE
	<b>CHARACTERS:</b> How were they described in the book? Did they look the way you thought they were going to in the movie?	
	<b>ADDITIONS:</b> What did they add to the movie that wasn't in the book? What was in the book but wasn't in the movie?	
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	<b>THEME:</b> What themes were present in each? Which was portrayed the strongest?	

# Draw comparisons across multiple texts

## Common Core State Standards

**RL.7 RI.7** Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

## Indiana Academic Standards

**RN.4.2** Compare and contrast a print or digital text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

**RL.4.2** Compare and contrast works of literature in different forms or genres...

Move beyond *comparing* to *evaluating* different mediums.

## Take steps to achieve the skill

Identify the strengths and weaknesses of various mediums.

- Study the same information presented in different mediums.
- Maintain a list of reader advantages and disadvantages of each format.

Evaluate Different Mediums		
	PROS +	CONS -
Digital Text	<ul style="list-style-type: none"> <li>• can include hyperlinks to get more information instantly.</li> <li>• click &amp; copy</li> <li>• can store / save alot.</li> </ul>	<ul style="list-style-type: none"> <li>• easy to create, so there is a lot of unreliable digital material.</li> </ul>
Multimedia	<ul style="list-style-type: none"> <li>• fun</li> <li>• interactive</li> </ul>	<ul style="list-style-type: none"> <li>• can easily lose focus on the content</li> <li>• not as much that is readily available.</li> </ul>
Videos	<ul style="list-style-type: none"> <li>• appeals to visual learners</li> <li>• easier to watch rather than read.</li> <li>• can learn alot, even if you are not a strong reader.</li> </ul>	<ul style="list-style-type: none"> <li>• usually no text or limited text to interest linguistic learners.</li> </ul>
Printed Text	<ul style="list-style-type: none"> <li>• wide variety</li> <li>• not everyone can create a book. Better chance of solid info.</li> </ul>	<ul style="list-style-type: none"> <li>• takes more time to access multiple printed books.</li> <li>• cannot click &amp; copy.</li> </ul>

©3-8 Chart Sense

Evaluate the effectiveness of different formats.

- Reveal examples of 2-4 different mediums on the same topic.
  - Discuss what's EFFECTIVE about each one.
  - Discuss what's CHALLENGING about each one.

EVALUATE DIFFERENT FORMATS & MEDIA		
PRINT TEXT	FEATURES	MEDIA TEXT
	<b>Pros</b> Positives Values Advantages	
	<b>Cons</b> Negatives Limitations Disadvantages	

### PROS: VALUES

What it CAN do for the reader

### CONS: SHORTCOMINGS

What it CAN'T do for the reader

# EVALUATE DIFFERENT FORMATS & MEDIA

PRINT TEXT	FEATURES	MEDIA TEXT
	<b>Pros</b> Positives Values Advantages	
	<b>Cons</b> Negatives Limitations Disadvantages	

## Respond to a narrative-writing task

**Common Core State Standards**

**W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Indiana Academic Standards**

**W.1** ...Apply reading standards to write in response to literature and nonfiction texts.

Demonstrate comprehension through a narrative response.

## FRAMES &amp; EXAMPLES

## Continue the story

At the end of the passage, \_\_\_\_ (character did what). Write an original story that describes what \_\_\_\_ (character) does the next time \_\_\_\_ (situation happens).

**ELA:** At the end of the passage, Howie tells Kevin that he is not making a good case. Write an original story that describes what Kevin does next to try to change Howie's mind about paying for Cromwell's training.

Write a continuation of the story using details from the passage. Describe what you think might happen after \_\_\_\_ (character does what). What obstacles might he face and what actions might he take to overcome them?

**ELA:** Write a continuation of the story of Bahauddin Shah using details from the passage. Describe what you think might happen after Bahauddin Shah climbs out of the Salt Caverns. What obstacles might he face and what actions might he take to overcome them?

## Fiction based on fact

\_\_\_\_ (title) describes (the concept of... idea of... event of...). Using the facts and information provided by the author of this text, write an original narrative describing \_\_\_\_\_. In your story, be sure to use what you have learned about the setting and the characters as you describe a common problem and solution for that time period.

**ELA/SOCIAL STUDIES:** Colonial Life describes families and lifestyles of that era. Using the facts and information provided by the author of this text, write an original narrative describing a typical day in a colonial child's life. In your story, be sure to use what you have learned about the setting and the characters as you describe a common problem and solution for that time period.

## Rewrite from a new point of view

You have read a passage from \_\_\_\_ (title). Think about how the story would be different if it were told from \_\_\_\_ (character's) point of view. Write the story from the point of view of \_\_\_\_ (character).

**ELA:** You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view. Write the story from the point of view of Johnny.

This passage is written as a first/third-person told from \_\_\_\_ (character's) point of view. Write a narrative story that describes the major events in the passage from the point of view of \_\_\_\_ (character), emphasizing his thoughts and feelings about \_\_\_\_, \_\_\_\_, and \_\_\_\_ (list other characters and/or situations).

**ELA:** This passage is written as a first-person narrative told from Miss Summerson's point of view. Write a narrative story that describes the major events in the passage from the point of view of the stranger, emphasizing his thoughts and feelings about Mr. Skimpole, Miss Summerson, and Richard.

## Insert the missing piece

This story tells about \_\_\_\_ (general plot). Using what you know about \_\_\_\_ (characters/plot), write the \_\_\_\_ (format) that is missing from the original text.

**ELA:** In the middle of The Big Orange Splot, a man goes to see Mr. Plumbean, but the author never tells the reader what they talked about. Add this missing page to the book. What did they talk about? Write what they said and draw a matching illustration. Be sure to use information that you know happens later in the story.

**ELA:** After discovering that his wife has gone missing from the bicycle they were sharing, Mr. Harris returns "to where the road broke into four" and seems unable to remember where he has come from. Using what you know about Mr. Harris, write a narrative story that describes how he chooses which road to take and the experiences he has on his return journey. Be sure to use details from the passage in developing your narrative.

## Respond to a narrative-writing task

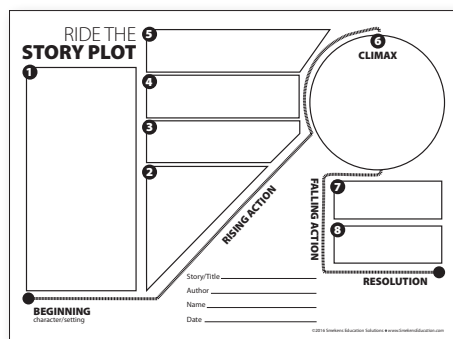


Emphasize plot exposition.

## Take steps to achieve the skill

Record the original plot.

- Track the plot of a short story.



- Identify the concrete *Somebody... wanted...but...so...then...* components.



Define what counts as evidence.

- Demonstrate reading comprehension.
  - Repeat setting details.
  - Repeat character feelings, traits, thoughts, actions, words.
  - Repeat plot (problem, solution, action, event) details.

List what is known.

- Make a list of what is known about setting and conflict (problem/solution).
- Make a list of what is known about characters.

F.A.S.T. CHARACTER DEVELOPMENT	
FEELINGS	ACTIONS
SPEECH	THOUGHTS

Read,  
list,  
write.

- Read the original.
- Track/List the details.
- Write/Rewrite the story.
- Highlight the "evidence."



# RIDE THE STORY PLOT

**1**

**2**

**3**

**4**

**5**

**6** CLIMAX

**7**

**8**

**RESOLUTION**

**RISING ACTION**

**FALLING ACTION**

Story/Title \_\_\_\_\_





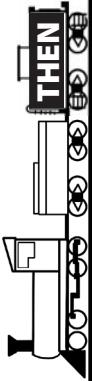
Author \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**BEGINNING**  
character/setting

# Somebody, Wanted, But, So, Then

 <p>Who is the story about?</p>	
 <p>What does she/he want to do?</p>	
 <p>What happened?</p>	
 <p>What did she/he try to do?</p>	
 <p>How was the problem solved?</p>	

# F.A.S.T. CHARACTER DEVELOPMENT

<b>FEELINGS</b>	<b>ACTIONS</b>
<b>SPEECH</b>	<b>THOUGHTS</b>



## Respond to a literary-analysis task

**Common Core State Standards**

**W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Indiana Academic Standards**

**W.1** ...Apply reading standards to write in response to literature and nonfiction texts.

Focus on *why* and *how* the author did what he did.

## FRAMES &amp; EXAMPLES

**Study purpose, message, & text structure**

Write an essay analyzing each author's purposes in describing \_\_\_\_ (content/topic) and compare the information about \_\_\_\_ (specific facet) as each author presents it. Use evidence from all three articles.

The author of \_\_\_\_ (title) conveys the message: \_\_\_\_ (content). Analyze how the author conveys this message through use of \_\_\_\_ (story elements, literary devices, text features, text structure, etc.).

\_\_\_\_ (title) is intentionally organized to (identify purpose). Analyze how the author accomplishes this. Explain how different sections of this text contribute to this overall effect.

**Analyze characterization**

After reading \_\_\_\_ (story with illustrations) what does the reader know about \_\_\_\_ (character(s))? Use details from the text and the illustrations to explain what is known about \_\_\_\_ (character(s) and their life situations.

\_\_\_\_ (character A from one text) and \_\_\_\_ (character B from another text) both try to teach important lessons. Write an essay that explains how \_\_\_\_ and \_\_\_\_'s words and actions are important to the plots of the two stories. Use what you learned about the characters to support your writing.

You have read \_\_\_\_ (title). Write a/an \_\_\_\_ (format) in which you analyze how the author develops the relationship between \_\_\_\_ (character A) and \_\_\_\_ (character B). Be sure to discuss how the author:

- develops the characters individually.
- describes their relationship.
- uses their relationship to impact \_\_\_\_ (outcome/choices/situation).

**Compare themes**

Both \_\_\_\_ (poem or story 1) and \_\_\_\_ (story 2) develop the theme of \_\_\_\_\_. Write a/an \_\_\_\_ (format) that explains how the theme is shown through the characters (OR how the theme of the poem is shown through the speaker). Include specific details from both texts to support your essay.

You have read \_\_\_\_ (title) and \_\_\_\_ (title). Write a/an \_\_\_\_ (format) that identifies a similar theme in each text and compares and contrasts the approaches each author uses to develop this theme. Be sure to support your response with evidence from both texts.

**Analyze point of view**

You have read three informational articles about \_\_\_\_ (topic/content). Write a/an \_\_\_\_ (format) explaining the similarities and differences in each article's point of view about (topic/content). Support your conclusions with information from all three sources.

In \_\_\_\_ (title) and \_\_\_\_ (title), the \_\_\_\_ (characters/narrators) have a point of view different from \_\_\_\_ (character(s)). Write a/an \_\_\_\_ (format) analyzing how these differences in point of view create tension in both stories. Use details from both texts to support your ideas.

**ELA:** In the passages from *Confetti Girl* and *Tortilla Sun*, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

**Evaluate an argument**

Which argument is stronger? Write a/an \_\_\_\_ (format) that compares \_\_\_\_ and \_\_\_\_ (titles) regarding \_\_\_\_ (content/issue). Explain how effectively you think each author supported his claim with reasoning and/or evidence. Support your ideas with evidence from the three texts.

**NEW 2016 SAT FRAME:**

Write an essay in which you explain how \_\_\_\_ (author's name) builds an argument to persuade his audience that \_\_\_\_ (claim). In your essay, analyze how \_\_\_\_ (author) uses one or more of the following features (or features of your own choice) to strengthen the logic and persuasiveness of his argument:

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Be sure that your analysis focuses on the most relevant features of the passage. Your essay should not explain whether you agree with \_\_\_\_'s (author's) claims, but rather explain how the author builds an argument to persuade his audience.



## Respond to a research-writing task

**Common Core State Standards**

**W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Indiana Academic Standards**

**W.1** ...Apply reading standards to write in response to literature and nonfiction texts.

Provide frequent, short, simulated research opportunities.

## FRAMES & EXAMPLES

### INFORMATIVE/EXPLANATORY

#### Synthesize & explain

After reading texts about \_\_\_\_ (content/topic), write a/an \_\_\_\_ (format) explaining what can be learned about \_\_\_\_ (specific facet) from the passages and illustrations. Include details from all texts in your explanation.

You've read passages from \_\_\_\_, \_\_\_\_, and \_\_\_\_ (titles). Think about the illustrations from the passages and how they help the reader learn more about \_\_\_\_ (content/topic). Write a/an \_\_\_\_ (format) explaining what can be learned from the illustrations about \_\_\_\_ (specific facet) described in the passages. Include details from all three sources in your explanations.

#### Compare information

You read \_\_\_\_ (title) and \_\_\_\_ (title). Think about the key details in each text that explain \_\_\_\_ (content/topic). Write a/an \_\_\_\_ (format) comparing and contrasting the key details presented in both texts about \_\_\_\_ (specific facet). Use specific details and examples from both passages to support your ideas.

After reading \_\_\_\_, \_\_\_\_, and \_\_\_\_ (titles), write a/an \_\_\_\_ (format) comparing \_\_\_\_ (topic A) and \_\_\_\_ (topic B). Include details from all texts in your explanation.

**SCIENCE:** After reading the three articles, write an essay comparing hammerhead sharks and whale sharks. Include details from all texts in your explanation.

#### Sequence the steps

What is the process for \_\_\_\_ (content/system)? After reading documents and articles on how \_\_\_\_ (content/system) functions/works, write a/an \_\_\_\_ (format) for \_\_\_\_ (audience) that explains (content/system) from \_\_\_\_ (step 1/starting point) to \_\_\_\_ (final step/result).

After researching \_\_\_\_, \_\_\_\_, and \_\_\_\_ (titles) on \_\_\_\_ (topic), write a/an \_\_\_\_ (format) that relates how \_\_\_\_ (content).

**SOCIAL STUDIES:** What is the process for passing a bill in Congress? After reading political documents and articles on how Congress makes laws, write an article for the general public that relates how a bill is developed and the process it takes to get it to the floor of Congress.

**SCIENCE:** Can the brain become smarter or is intelligence fixed? After reading articles on learning and the brain, write an article for your peers that relates how the brain develops from birth to twenty-five years of age.

#### Define or describe

After researching \_\_\_\_, \_\_\_\_, and \_\_\_\_ (titles) on \_\_\_\_ (content/topic), write a/an \_\_\_\_ (format) that defines and explains \_\_\_\_ (content). Support your discussion with evidence from your research. What implications can you draw?

[Insert essential question] After reading \_\_\_\_, \_\_\_\_, and \_\_\_\_ (titles), write a/an \_\_\_\_ (format) that describes \_\_\_\_ (content) and addresses the question.

**ELA:** How does Esperanza deal with her challenges as an immigrant to the United States? After reading *Esperanza Rising*, write an essay that describes her challenges and addresses the question.

**SOCIAL STUDIES:** In what ways did the era of the cowboy (mid- to late 1800s) influence American culture? After reading historical documents, write an essay that describes the iconic American cowboy and addresses the question.

**SCIENCE:** How do physical traits serve living things? After reading a book about butterflies, write an article that describes the features of three butterfly types and addresses the question.

## Respond to a research-writing task

## FRAMES & EXAMPLES

### PERSUASIVE/ARGUMENTATIVE

#### Persuade one side

[Insert essential question] After reading \_\_\_\_ (title) and \_\_\_\_ (title), write an essay that discusses \_\_\_\_ (topic/issue) and evaluates \_\_\_\_ (content). Support your position with evidence from both texts.

**SOCIAL STUDIES:** *Is “utilitarianism” a viable social philosophy for the 21st century? After reading John Stuart Mill’s “Utilitarianism” and Jacob’s “An Argument Against Utilitarianism,” write an essay that discusses the “Greatest Happiness Principle” and evaluates its relevancy for today’s society. Support your position with evidence from the texts.*

**SCIENCE:** *Is wind power a solution to energy shortages and costs? After reading the U.S. Department of Energy’s report on alternative energy resources and “The Energy Crisis and Climate Change,” write an article that discusses wind power’s benefits and costs and evaluates whether wind power is a possibility for America’s energy future.*

#### Argue a position

After researching \_\_\_\_, \_\_\_\_, and \_\_\_\_ (titles) about \_\_\_\_ (content/issue), write a/an \_\_\_\_ (format) that argues your position, pro or con, on \_\_\_\_ (content/issue). Support your position with evidence from your research. Be sure to acknowledge competing views. Back up your claim with reasons and evidence from both/all three sources.

**ELA/SOCIAL STUDIES:** *Did Amelia Earhart crash on Nikumaroro Island or into the Pacific Ocean? After reading about Amelia Earhart’s final flight, write an essay that argues your opinion of her final resting place. Support your position with evidence from your research. Be sure to acknowledge competing views. Back up your claim with reasons and evidence from all three sources.*

#### Identify problem & argue a solution

After researching \_\_\_\_, \_\_\_\_, and \_\_\_\_ (titles) about \_\_\_\_ (content/issue), write a/an \_\_\_\_ (format) that identifies the problem and argues for a particular solution. Be sure to examine competing views. Give examples from past or current events or issues to illustrate and clarify your position.

Which is better: \_\_\_\_ (option A) or \_\_\_\_ (option B)? After reading scientific sources, write a/an \_\_\_\_ (format) that compares \_\_\_\_ (option A) and \_\_\_\_ (option B) and argues which is the better option for \_\_\_\_ (situation/solution). Be sure to support your position with evidence from the texts.

#### Compare & argue a position

[Insert essential question] After reading \_\_\_\_, \_\_\_\_, and \_\_\_\_ (titles), write a/an \_\_\_\_ (format) that compares \_\_\_\_ (content) and argues \_\_\_\_\_. Support your position with evidence from the texts.

**ELA:** *What makes something funny? After reading selections from Mark Twain and Dave Barry, write a review that compares their humor and argues which type of humor works for a contemporary audience and why. Support your position with evidence from the texts.*

**SOCIAL STUDIES:** *Do presidential policies really make a difference in the lives of Americans? After reading primary and secondary sources, write an essay comparing John F. Kennedy’s New Frontier social policies with Lyndon Johnson’s Great Society social policies and argue which had a more significant impact on Americans. Support your position with evidence from the texts.*

You read three sources discussing \_\_\_\_ (content/issue). Consider the points made by each source about the issues surrounding \_\_\_\_ (specific facet). Write a/an \_\_\_\_ (format) analyzing the arguments of those who believe \_\_\_\_ (perspective A) and those who believe the opposite. Base the analysis on the specifics of the arguments and principles set forth in the sources. The \_\_\_\_ (format) should consider at least two of the sources presented.

**SOCIAL STUDIES:** *You read three sources on the Supreme Court case of Tinker v. Des Moines. Consider the points made by each source about the issues surrounding the Tinker v. Des Moines case. Write an essay analyzing the arguments of those who believe certain kinds of speech should be prohibited within an educational setting and those who believe the opposite. Base the analysis on the specifics of the Tinker v. Des Moines case and the arguments and principles set forth in the sources. The essay should consider at least two of the sources presented.*



## Respond to a research-writing task

## Take steps to achieve the skill

- Explain a single idea using information from 1 source/text.  
...from 2 sources/texts.  
...from 3 sources/texts.
- Compare two ideas using information from 1 source/text.  
...from 2 sources/texts.  
...from 3 sources/texts.



- Persuade an idea (1 side represented) using information from 2-3 sources/texts.



- Argue an idea (2 sides represented) using information from 2-3 sources/texts.



## Respond to a research-writing task

## Take steps to achieve the skill

Organize  
like-information  
from multiple  
sources.

- Teach efficient collection of like-information from multiple sources.

**Expository**

- Sort information by category.

**DISSECTED-WEB PLANNER**

**COMPARE CONTRAST**

Item A	Features	Item B

**Persuasive****Argumentative**

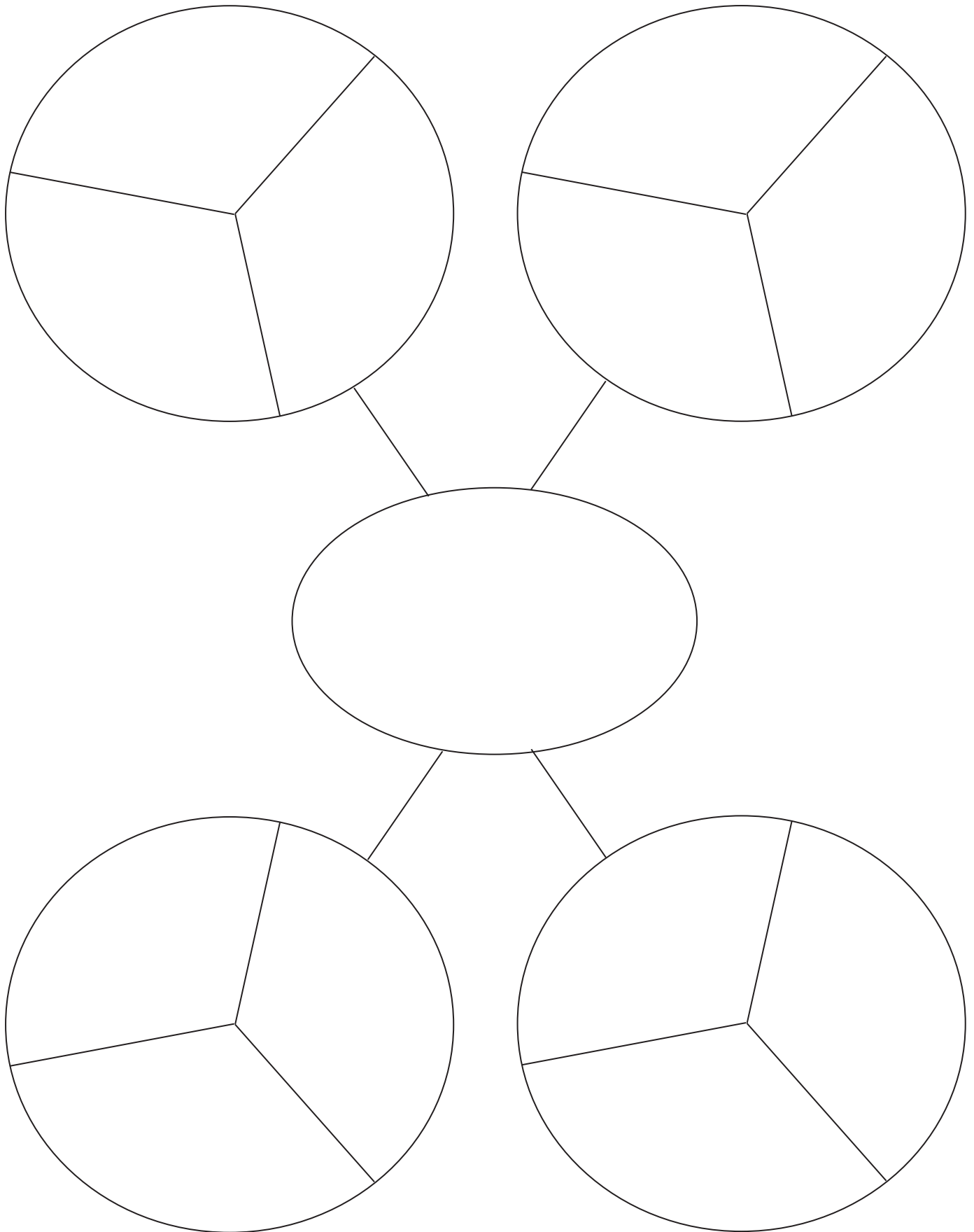
- Sort information by perspective.

PERSPECTIVE A	PERSPECTIVE B

Align with a  
perspective.

- Determine the strongest perspective.

# DISSECTED-WEB PLANNER



# COMPARE**CONTRAST**

Item <b>A</b> :	<b>Features</b>	Item <b>B</b> :

PERSPECTIVE **A**

PERSPECTIVE **B**

## Respond to a research-writing task

## Take steps to achieve the skill

Organize ideas  
within a  
pre-write/  
planner.

- **OPINION/PERSUASIVE:**  
Present the *what* and the *why*.

PERSUASIVE PLANNER		
<b>Introduction</b> • Introduce the issue/topic. Where is this all coming from? • State your claim—your perspective or position. (However...)		
<b>3 Body Paragraphs</b> #2 + Evidence	#3 + Evidence	#1 + Evidence
<b>Conclusion</b> Call the reader to action. What do you want the reader to do?		

- **ARGUMENT:**  
Juggle perspectives when drafting.

**OPTION 1:**  
Add a body paragraph for the competing view.

ARGUMENTATIVE PLANNER			
<b>Introduction</b> • Introduce the issue/topic. Where is this all coming from? • Acknowledge the opposition's opinion on this topic. (Some say...) • State your claim—your perspective or position. (However...)			
<b>4 Body Paragraphs</b> #2 + Evidence	#3 + Evidence	<b>Opposition's #1 Reason + Evidence</b> Refute/Rebuttal (My comeback)	#1 + Evidence
<b>Conclusion</b> End with what's at stake if the reader doesn't agree with you. So what? What's your point?			

**OPTION 2:**  
Utilize the *They say...* (competing view) / *I say...* (my viewpoint) organization.

## Secret Site Resources

Access samples  
of the *They say...*  
*I say...* structure.



# PERSUASIVE PLANNER

## Introduction

- Introduce the issue/topic. *Where is this all coming from?*
- State your claim— your perspective or position. (*However...*)

## 3 Body Paragraphs

**#2** + Evidence

**#3** + Evidence

**#1** + Evidence

## Conclusion

Call the reader to action. *What do you want the reader to do?*

# ARGUMENTATIVE PLANNER

## Introduction

- Introduce the issue/topic. *Where is this all coming from?*
- Acknowledge the opposition's opinion on this topic. *(Some say...)*
- State your claim— your perspective or position. *(However...)*

## 4 Body Paragraphs

**#2**

+ Evidence

**#3**

+ Evidence

**The  
Other  
Side**

Opposition's  
#1 Reason  
+ Evidence

**#1**

+ Evidence

Refute/Rebuttal  
(My comeback)

## Conclusion

End with what's at stake if the reader doesn't agree with you.  
*So what? What's your point?*